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ABSTRACT

Diverse issues in higher education are addressed in 19 articles. Titles and authors are as follows: "2001: Formulation of a Vision" (Kenneth L. Schwab); Trustees' Roles and Student Issues" (Davis Powers); "What Do Students and Faculty Talk about When They Eat Meals Together?" (John H. Schuh, Neal Edman); "Student Development: Health Promotions Efforts" (Marilyn M. Buck); "Guess Who's Coming to Graduate School?" (Jean Mahaffey); "The Dare of the 80's: Learning Potential" (Carolee Cameron); "The Underprepared Student: In Need of a Champion" (Theodore R. McClure); "University-Student Alcohol Use: Quantity-Frequency Scores and Psychosocial Variables" (Joseph N. Ososkie); "Governing Institutions of Higher Education Dialogue" (Harry M. Lightsey, Jr., Fred R. Sheheen, Othniel H. Wienges, Jr., Char W. Davis, LaVeta T. Small); "The USC Campus Alcohol Policy: A Lawyer's Perspective" (Kenneth W. Gaines); "Student Affairs and Academic Affairs: Bridging the Gap" (John N. Gardner); "Student Internships at Converse College: Linking Faculty with Career Services" (Joe Ann Lever); "The Recognition of Student Organizations: Is There a Right Way?" (Novella R. Fortner, Jerry T. Brewer, Donna M. Null); "Measles Immunization Management: A Computer-Assisted Model" (W. W. Carothers, Audrey B. Rhodes); "'Parent's Press': Involving Parents in the Education Process (Kevin J. Kaczynski); "Impact of Housing Operated Conference Centers on Student and Administrative Budgets" (Cynthia L. Steele); "Reflections of an Adult Learner" (Lucy Quinn); "Blacks in College" (Marshall C. Grigsby, Michael Nettles, Joan C. Baratz); and "Student Affairs: Activity Traps or Planful Development?" (Debora A. Ritter). (SW)

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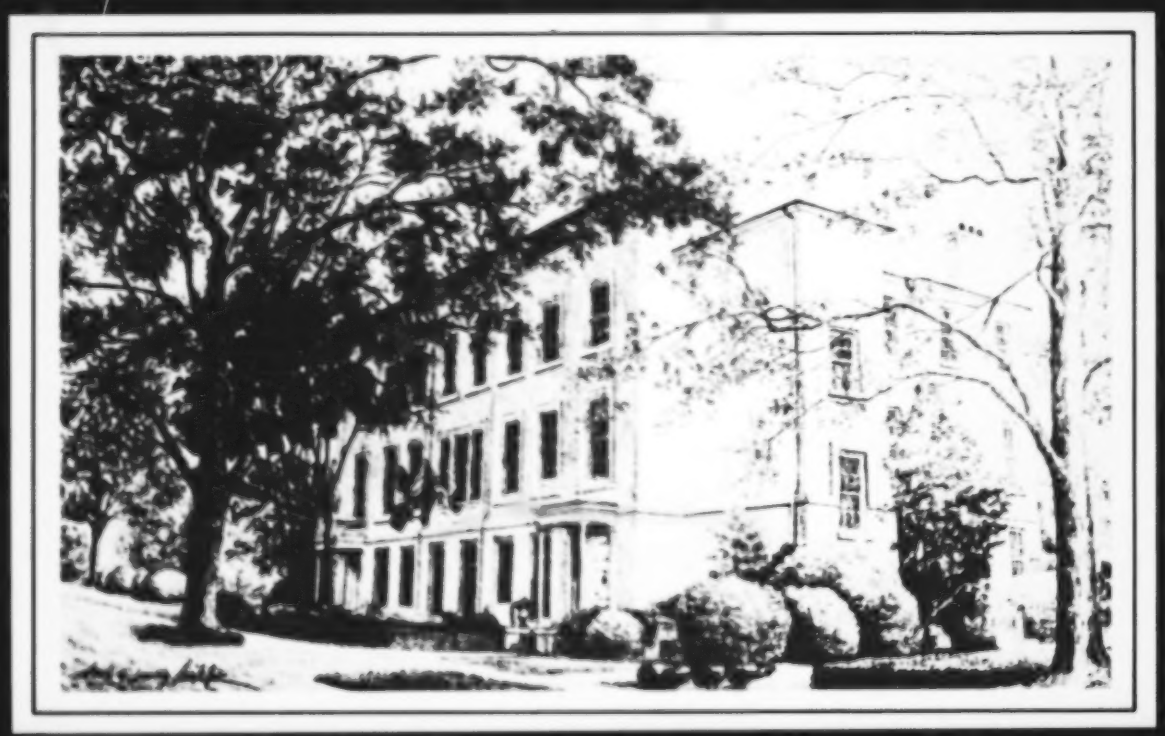

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CAROLINA VIEW

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PURPOSE

Carolina View is an outlet for research, controversy, innovation, theory, and practice impacting today's university students. The journal serves as a communication link among academic and student affairs professionals, graduate students, and alumni.

On the Cover: University of South Carolina Horseshoe scene by Donna & Jerry Locklair, River's Edge Gallery, Olanta, SC.

Our View

What an interesting time for higher education. The variety of issues facing educators today is astonishing. We face an increasingly more diverse student population. Teaching styles are known to have an impact on the amount students learn. Learning styles effect classroom activities. State and federal laws influence the social climates on our campuses. The issues are reflective of the multi-faceted dimensions of our institutions.

As a reader of *Carolina View* you will see that this second edition addresses the sort of issues that characterize the decade of excellence. Our authors are already planning for the turn of the century. They are looking critically at existing policy. They seek better ways to deal with the diverse student populations on our campuses today. Colleagues share their insight on university governance and administrators discuss management of higher education. You will see issues from the perspective of the large public university and the small, private women's college. While our circumstances are quite unique, our interests are common.

There is a thread of consistency in the manner in which we have established the healthy, even thriving, condition of higher education. The focus today is on involving students, enhancing their talents, and measuring the impact we have on these students. We see little about the drastic enrollment decline that was predicted to be occurring. Few institutions are closing their doors for the summer and not reopening in the fall.

As educators we keep striving to control our environment. Classroom experience stimulate students to think. Enrollment patterns have been studied and we have assessed the needs of special students. We have taken risks and been innovative with our programs. In short, we have been good students of the skills of our profession. It is our hope that *Carolina View* will provide one more means by which we learn more about higher education.

Editors
Char Davis
LaVeta Small

GUIDELINES FOR AUTHORS

Manuscripts will be acknowledged upon receipt. The co-editors will review each manuscript and send a copy of the manuscript to each of the five Editorial Board members. Two to three months will elapse between acknowledgement of receipt and notification of disposition of a manuscript. The manuscript must be typed and conform with the American Psychological Association (APA) *Publication Manual*, third edition, editorial style. Manuscripts that do not conform to these guidelines will be returned to the author without review.

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1. *Articles*. Manuscripts may be any length but should not exceed 3,500 words (approximately 13 pages of double-spaced typewritten copy including references, tables, and figures).
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PREPARATION AND TYPING

1. Send the original and seven copies. The manuscript should be submitted on 8½" x 11" white paper.
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7. Avoid use of the generic masculine pronoun and other sexist terminology. Also, use such terms as client, student, or participant rather than subject.
8. Do not submit material under consideration by another periodical.
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2001: Formulation of a Vision

Kenneth L. Schwab

> It has never been more important for the University to galvanize the leadership of South Carolina to move rapidly and decisively toward our bicentenary. By 2001 I believe it is possible for our University to be among the very best universities in the nation and the world; to jump to people's minds automatically when they consider the very best; a mystically conceived top ten, if you will. That is the league, the company with which we can and should be associated. It is not an impossible dream. In fact, we are clearly on our way. (Holderman, 1985, September 4).

With this statement President James B. Holderman announced the initiation of a system-wide planning effort for the University of South Carolina. His pronouncement was made in the Fall, 1985 opening address to the university faculty. He acknowledged that this effort to plan fifteen years in advance "...violates the prevalent maxim that plans cannot be realistically drawn beyond three to five years." However, President Holderman recognized the need to develop a vision that would drive the institution toward a chosen future. Further, he wanted to invite the university community to participate in the formulation of this vision.

It is clear that the future of any institution is shaped by decisions made in the present. According to a recent Carnegie publication, "All human beings look in two directions. We recall the past and anticipate the future. Both perspectives determine, at least in part, how we behave today. 'What do we predict for the 1980s?' or 'What will life be like in the year 2000?' Could only be asked by those with a sense of shared tomorrow. Indeed the labels past and future are, in a fundamental sense, distinctions without meaning. T.S. Eliot wrote: 'Time present and time past are both present in time future and time future contained in time past....'" (Carnegie, 1981, p.15). Planning is the type of activity that must look both into the future and at the same time be mindful of the past while operating in the present. The 2001 planning effort launched by President Holderman is a bold effort to look both ways and chart a course for the University that will lead to greatness.

In the year 2001 the University of South Carolina will celebrate its 200th birthday and the educational environment will be markedly different from today. Therefore, a planning process had to be designed that was responsive to expected and unexpected shifts in the educational environment. While the first stage of most planning efforts calls for a review of the mission, role, and scope of an institution, all too often this assessment is only a cursory look at previous statements with a quick approval of the existing documents (Cope, 1985). As the 2001 planning process began, this initial step was seen as absolutely critical to the process that would shape the direction of the university for years to come. The President solicited the thoughts and dreams of the entire university community in the formulation of his vision for the future of the institution. This article will outline the process that was used to invite this participation and make some observations about the outcome.

Dr. Kenneth L. Schwab is Executive Assistant to the President for Institutional Planning at the University of South Carolina. Dr. Schwab served as an ACE Fellow at the University of South Carolina during the 1985-1986 academic year.

The President invited the Carolina community to dream with him about the future so he could develop a collective vision that would guide the University system into its third century. He asked that reflections be bold and imaginative with previous planning documents, self studies, and other relevant reports serving as the base from which to launch such an effort. The guidelines presented for these reports were left purposely general to encourage open and creative thinking. Each unit of the institution was asked to respond at three levels by providing:

1. A one to two page summary of the unit's collective vision for the University System reflecting expectations regarding where the university community would find itself by the year 2001.

2. A three or four page summary of how the particular campus would look at the beginning of the 21st century and what ambitions would be realized by that time.

3. A final section containing five to six pages of the vision for the individual college, department and/or unit with suggestions on how the collective vision might be realized and any established priorities. (Holderman, 1985, November 4).

The request for these reports went to the deans of the colleges and the heads of major administrative departments on the Columbia campus as well as to the eight other campuses in the system. All were asked to set their sights at the highest level and move with determination in the development of a longer vision that had been previously attempted. Three distinct levels were presented in an attempt to challenge all units to think beyond their own individual areas. Asking for reflections on the future of the entire University System helped to move the respondents beyond concerns for their individual unit to the broader concern of designing the most desirable future for the entire institution. Broadening the planning process in this way was aimed at reducing the temptation to merely maintain individual turf. Rather, it was hoped that active thinking about the good of the whole system would be stimulated. This approach also encouaged a more integrative thrust to the development of individual unit plans. As plans were prepared for campus and unit levels, the documents reflected this broader system-wide thinking. At these two levels the plans were naturally more specifically and thoroughly developed due to the depth of knowledge about a particular campus or unit. Most of the statements that were written came from very broad discussions within the different units and contained ideas that emerged from active interaction. This process helped to encourage creative ideas to bubble up which stimulated participants thinking.

The design for the development of the vision of the university accomplished what it set out to produce. Individual participants reported that they talked about the institution in ways they never had before and with a freedom to explore ideas that had not been ventured in the past. Many found that they were struggling with issues in a much broader context and with a more active concern for the welfare of the entire system. Thoughts and ideas that had been surfacing in informal ways were put down on paper and developed in more specific detail. A system-wide planning effort that encouraged creative and bold thinking helped to energize the planning that was already taking place in individual units. Individuals expressed a sense of confidence about the potential outcome and wanted to be certain that they had a part in the effort. There was also an awareness that previous planning documents had had a major impact on the direction of the University and that the next 15 years would be shaped by the vision. This encouraged individuals to take an active role in directly influencing the outcome. They did not want to be left out of a process that would determine the future direction of the University. There was also a sense that if a good idea was presented, the President was the type of leader who could turn the concept into reality.

Individual meetings were scheduled with each dean/department head on the Columbia campus to discuss the outline for developing the planning document and address any concerns about the process. Visits were made to each of the other eight campuses to meet with the chief administrative officer and other members of their planning committees. These discussions helped to establish a consistent approach to the preparation of the reports and provided additional clarification concerning the focus of the document being requested by the President.

Each of the units submitted a report in the early spring. A small committee was appointed to prepare executive summaries of the individual unit reports and develop a draft of how the system would look in 2001 using ideas suggested in the individual reports. These materials were presented to the President and the two executive vice presidents for review and comment at a one day retreat. Their comments and suggestions were then integrated into the draft. Individual unit summaries were shared with the heads of the units for comment and suggested revisions. When these revisions were incorporated, the materials were prepared for a trustee retreat and briefing on the preparation of the 2001 report. The trustees were invited to comment on the draft and on any of the executive summaries of the individual unit reports. The retreat provided a relaxed setting for the trustees to have a candid discussion about the future direction of the University. The conclusion of this retreat marked the completion of the first step in gathering information for the intitial 2001 document. This effort successfully invited input from a broad cross section of the university community in a manner that encouraged open and creative thinking about the university's future.

This first step is only the beginning of a planning process aimed at developing a plan that will provide an effective blueprint for the future direction of the institution. This blueprint will serve as a guide for specific 3-5 year plans which will be periodically developed as the University moves into its third century of life. Several additional steps will be essential for the development of a comprehensive planning document, but the initial step is central to the overall success of an emerging planning effort (Powers and Powers, 1984). The President has initiated the process with a firm commitment to listen to the ideas and thoughts of the entire community. He has also made it known that it will be a community effort to shape the most desired future for the University and that the process will encourage open and frank communication.

This innovative approach to initiating a planning process holds the potential for producing dynamic plans for the university. It demands that participants progress with longer vision than previously dared and that the University prepare itself to act for the remainder of the century. The response from the community has been very supportive and suggests that there is strong commitment to making the process work. It has been suggested that good planning is more of an art than a science and that the design of the process should be based on the uniqueness of the setting (Norris, 1984). The design of this initial step in the planning effort is uniquely suited to the needs of the University and should establish a firm foundation for an ongoing planning process that will reach the desired outcome. With the creative leadership of the University and the commitment of the Carolina family the 2001 planning effort will be successful and the University will indeed be counted among the very best in the United States as it enters the third century of service.

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Trustees Roles and Student Issues

Davis Powers

College and university boards of trustees are charged with tremendous responsibilities, the most significant of which is to provide an experience for students which nurtures their development and learning. The purpose of this article is to study the relationship between trustee roles and student issues, and to provide insight for Student Affairs officers and others who serve students into the effects of trustee decisions upon students and Student Affairs work.

The Trust

Higher education in the United States has historically been greatly valued by the public. Its success is due largely to the involvement of responsible citizen-trustees, who have guided institutions for the public (Zwingle, 1980). These entrusted lay boards, unique to the U.S., give their institutions an individualism that arises from their guidance. Whether boards be called curators, regents, governors, visitors, or trustees, the principle of trusteeship is common throughout U.S. higher education: their trust is a legal arrangement under which they administer property for the benefit of others (Cowley, 1980).

Lay Governance

According to Rauh (1959), trustee boards have three common characteristics: they are composed of laymen; they are invested with complete authority, most of which they elect to delegate to professional educators; and they are devoid of the checks and balances typical of our democratic society. Most trustee boards derive their authority from institutional charters granting them full, virtually unlimited management powers. Trustees have, however, chosen to delegate much of their authority to administrators and faculties.

The increased complexity of institutions, their size, and their range of instruction have created a need for administration for which trustees have neither the time nor talent to provide (Nason, 1982). As a result, most of the administration is left to the president. Nevertheless, the roles and authority of trustees remain as important as at any time in the past. Very few other groups can improve the quality of U.S. society as much and as quickly as trustees, by appropriately utilizing their authority in their current positions (Greenleaf, 1974).

Trustee Roles and Responsibilities

In *The Nature of Trusteeship* (1982), Nason describes the roles and responsibilities of trustees: maintaining the integrity of the trust, appointing the president, assuring that the institution is well-managed, approving the budget, raising money, managing the endowment, assuring adequate physical facilities, overseeing the educational program, approving long-range plans, serving as bridge and buffer between campus and community, preserving institutional autonomy, serving as court of appeal, and being informed. Every trustee responsibility and decision affects students directly or indirectly. Clearly, several selected trustee roles involve and impact current student concerns and issues.

Dr. Davis Powers is the Business Manager in the Computer Services Division at the University of South Carolina.

The Integrity of the Trust

A board must attempt to preserve not only its own integrity, but also that of the institution and its personnel. This function is an actively protective one (Rauh, 1959).

Trustees are charged with protecting the reputation and honor of the total institution. If successful, trustees perpetuate the missions of their institutions, because the integrity of an institution is based on its mission. Therefore, changes in and expenditure of funds toward fulfilling the mission and purpose characterize the integrity of the institution.

The protective responsibilities of trustees toward students are numerous. Students demand more from their institutions in the protection of their rights and the relevancy of institutional programs. Higher education continues to adjust to the consumerism and accountability movements and to the situations which fuel them.

Many situations which seem to make a political or moral statement arise at campuses all over the United States. Some current issues include divestiture of South Africa, academic involvement in the Strategic Defense Initiative, and the role of higher learning institutions in medical research as it relates to cruelty to animals. The most crucial matter for students, however, is their voice, their impact, and their involvement in the decisions regarding issues concerning and affecting them.

Students demanding accountability have employed protest as a means of being heard. They have also pursued voting membership on the boards of their institutions. Apparently, students feel that their interests are better protected when they have direct impact on policy.

The issue, therefore, is whether or not one student, supposedly a representative of thousands of students, should be responsible for maintaining the integrity of the trust bestowed upon trustees. A voting trustee status membership implies a belief that students are intellectually prepared and mature enough to make decisions regarding an institutional mission. It suggests that a student can vote objectively regarding the purposes for higher education in United States society. It predicates a belief that a student can overcome inherent interest conflicts that might force him/her to choose between the immediate good of students and the long-term benefit of the institution. It suggests that a young person can simultaneously fulfill the duties of a policy-maker and student of the same institution.

Raising Money and Institutional Management

As traditional resources diminish, especially for public institutions, trustees bear greater responsibility for fiscal solvency. The obligation of trustees is to ensure that a sound program of fund raising is established. Radock and Jacobson (1980) suggest that trustees are in a better position than any other group to preserve and improve the financial health of their institutions. Clearly, trustees have the talent and capability to pursue private funds and to lobby for additional public funds. Being laypersons, trustees are able to utilize their relationships with business and corporate executives and other funding sources to improve the financial and material resources of their institutions. As the gap between expenses and traditional resources widens, these alternative resources are needed to support operating costs.

Some institutions have engaged students in directly soliciting contributions. Regardless of the success of this, the major impact upon students of fund-raising is in the failure by trustees and institutional officers to raise enough funds to cover additional expenses or to manage expenses with existing resources. In the absence of sufficient funds, the recourse of trustees is to increase the tuition and fees charged to students. Many boards, over the past few years, have exercised this alternative means of fund supplementation.

The issue of student monetary contributions to their education is apparently near a crisis point. The national debt and federal administration policy are dictating that students bear more of the cost of a college education. The availability of student aid is decreasing. As federal aid to the states diminishes, the states fund higher education less adequately. Additionally, if donations to educational institutions become taxable, private and public education will suffer even more.

Trustees must be concerned with requiring students to pay a fair cost for their educations and with managing their institutions' resources so the burden to students does not become excessive. The philosophical question is whether students should pay more. The realistic concern is the ability of higher education to survive if students do not pay more. It may be that higher education in the United States now approaches the brink of war over access once again. There is a struggle for higher education to remain the right of all, and a danger of it becoming the privilege of the affluent. Much of the burden for solving this dilemma rests on the shoulders of board members.

Autonomy, Bridge and Buffer, Planning, and Academic Programs

Academic programs are extremely sensitive policy issues which must be dealt with cautiously. The duty of trustees is to assure that the curriculum is consistent with policy and purpose, not to teach or design courses. The planning and implementation of general curicula has reached a critical stage.

The recent trend for higher education institutions has been to seek excellence and, in so doing, to return to a stronger core of liberal arts curricula. Meanwhile, students and industry continue to demand relevancy and

career preparation in curricula. These two constituencies hold much of the future of higher education. Trustees face numerous dilemmas and pressures in fulfilling their duties to plan academic programs, to serve as bridge and buffer, and to preserve institutional autonomy. They must assure that their institutions provide an education that attracts and satisfies students while simultaneously moderating and integrating the views of those who study higher education and call for greater emphasis on a different curriculum.

Poor decision making carries the risk of loss of students to industry educational facilities and of academic standards being inconsistent with national expectations. It appears as if students are more concerned with national affairs than in the past. However, there remains a *meism* mentality in their expectations of higher education, with capacity to make money being a high priority. The arguments for the liberal core are that higher education is preparing students for societal fitness and for longevity in the workplace. The challenge to trustees is to find the balance which makes their institutions successful and to find the *right* excellence.

Conclusion: Being Informed

Everyone seems to acknowledge that trustees are important but many of us fail to recognize the impact of trustee decisions until after the fact. The responsibility of Student Affairs officers and students is to assure that trustees fulfill the extremely important function of being informed before crucial decisions are made.

In serving students, Student Affairs officers must understand trustee roles. More importantly, Student Affairs officers must be able to relate roles to issues, as trustees must also do. Both groups need to have considered and understood as clearly as possible the implications that trustee decisions have upon the futures of students at their institutions.

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What Do Students and Faculty Talk About When They Eat Meals Together?

John H. Schuh
Neal Edman

A number of studies have been conducted that have examined the benefits of relationships between students and faculty outside the classroom (Terenzini & Pascarella, 1980; Pascarella, 1980; Pascarella, Duby, Terenzini, & Iverson, 1983; and Schuh & Kuh, 1984). These studies generally have concluded that student/faculty contact outside the classroom is related to a high quality undergraduate experience.

In a number of recent publications, Pace (1979c, 1979d) has suggested that to a great extent students benefit from their college experiences proportionally to the amount of effort they invest in their experiences. He argued that (1984) "...students surely are also accountable for the amount, scope and quality of effort they invest in their own learning and development, and specifically in using the facilities and opportunities that are available in the college setting" (p. 6).

As one of several opportunities for students and faculty to interact with each other outside the classroom, Indiana University-Bloomington (IUB) has developed a program whereby students and faculty share meals in the residence hall dining facilities. Faculty who participate in special programs, like teaching classes in the residence halls, serving on special advisory boards or participating in faculty fellows programming are given meal tickets without charge. These programs, placed in the framework of Morrill and Hurst (1981) are direct, developmental interventions on the part of university faculty to become involved with students in the residential setting.

Dr. John H. Schuh is the Director of Residence Life at Indiana University. Neal Edman was a Graduate Assistant in the Department of Residence Life at Indiana University at the time of the research.

While the meal program has existed for more than a decade, no efforts at measuring the faculty/student interaction that occurs over meals have been undertaken. In a general sense, the purpose of this study was to examine, from the point of view of faculty, what topics of conversation were discussed by students and faculty during meals shared in the residence halls.

Specifically, this study attempted to answer the following questions:

1. What topics did faculty and students discuss as part of the faculty meal program?
2. Were there any differences when comparing the topics of converstation of those faculty who participated in a structured faculty fellows program with those who ate meals with random groups of students?
3. How do the results of this study compare with studies of student perceptions of the topics of conversation they engaged in with their colleagues?

Method

The sample for this study consisted of all those members of IUB's faculty and administrative staff who were regular participants in the campus faculty meal program. Regular participants were defined as those individuals who were issued meal booklets from the Residence Life department and were able to eat meals with students whenever they wished. Seventy-one individuals were included in the sample. Of this group, 25 were members of a special faculty fellows program assigned to one residence hall, while the balance were not part of a structured program that assigned them to a specific residence hall. Those who were members of the faculty fellows program agreed to participate in a number of structured activities

with students, including eating at least one meal per week with the students on the residence hall floor with which they were affiliated, participating in social activities with floor members, and attending recreational and cultural programs with students. Faculty fellows were members of the University's full time teaching and administrative staff. The other participants ate meals with students whenever they wished.

The instrument used in this study was adapted from Pace's Quality of Student Effort Scales (Pace, 1979a). These scales have been employed in a number of studies designed to measure the quality of student effort (Pace, 1984). In this study, the scale that addressed quality of effort in topics of conversation was modified to measure quality of effort in topics of conversation from the faculty members' point of view. Modifying the quality of effort scales has been used successfully in other studies similar to this one (Schuh & Kuh, 1984).

Data were collected during the second semester of the 1984-1985 academic year. A copy of the instrument, along with a letter of instructions, a business reply envelope, and a business reply post card were sent to each potential respondent. The post card allowed respondents to indicate that they had participated and enabled the researchers to complete one follow-up collection of data. Ultimately, 45 individuals participated in the study, for a response rate of 63.3%. Nineteen faculty fellows (76% return rate) responded, and 26 other participants (56.5% return rate) in the meal program responded.

Frequency distributions and measures of central tendency were developed for the responses. Analysis of variance was used to compare the responses of those who were members of the faculty fellows program with other participants in the meal program. Two levels of significance, .10 and .05, were chosen because of the exploratory nature of this study.

Results

The faculty respondents reported that they most frequently discussed job prospects, money, and careers with students. This was followed by conversation relating to (in order of decreasing frequency): Current events in the news; boyfriends, girlfriends, spouses; different lifestyles; movies and popular music; major social problems; social events and parties; fine arts; the ideas and views of others; and topics related to science and technology.

Quality of effort scores generally were lower for faculty fellows than for the other participants. The data indicated that except for one category (science and technology), fellows tended to discuss the less sophisticated topics more frequently than the other participants. The other participants engaged in conversations with students of a more sophisticated nature more often than the fellow group. Both groups, however, exhibited a general decline in quality of effort as the level of topical sophistication increased.

Significant differences between the faculty fellows and other participants were calculated for three topics: Boyfriends, girlfriends, spouses; social events, parties; and major social problems. Fellows reported that they discussed boyfriends, girlfriends, and spouses more frequently than other participants. In fact, their quality of effort score for this topic was highest of all responses for both respondent groups. A summary of overall faculty responses, faculty fellow responses and other participant responses is included in Table 1. Additionally, a comparison of faculty fellow responses and other participant responses is included in Table 1.

TABLE 1
Mean Responses and Comparison of Faculty Fellows and Other Participants

	Overall Score		*Faculty Fellows*		*Other Participants*		
Topic of Conversation	X	SD	X	SD	X	SD	F Ratio
Job prospects, money, careers	2.568	.728	2.368	.761	2.720	.678	2.582
Movies and popular music	2.227	.774	2.222	.808	2.231	.765	0.003
Boyfriends, girlfriends, spouses	2.444	.841	2.789	.855	2.192	.749	7.078**
Social events, parties	2.093	.868	2.368	.831	1.875	.850	3.759*
Current events in the news	2.533	.842	2.474	.772	2.577	.902	0.094
Major social problems	2.143	.843	1.778	.732	2.417	.830	5.618**
Different lifestyles	2.442	.854	2.235	.831	2.577	.857	2.055
The ideas and views of others	1.884	.879	1.722	.826	2.000	.913	0.992
Topics related to science and technology	1.744	.902	1.833	.857	1.680	.945	0.154
Fine arts	1.886	.945	1.667	.840	2.038	.999	1.516

*Significant at .10 level.
**Significant at .05 level.

Discussion

Why did the students who lived in the residence hall to which the faculty fellows were assigned engage in lower levels of conversation with faculty than those in other centers? To a certain extent, the answer to this question might be found in their demographics. Students who ate with faculty in the residence hall with which the fellows were associated represented a higher proportion of students new to the campus than any other hall at IUB. In a developmental sense, freshmen are at lower stages than older students.

Perry (1970) observed that freshmen tend to express development from dualistic notions of absolutism and issues of complexity "as mere exercises or impediments devised by authority" (p. 89) to a greater degree of relativism, the sharing of ideas and other-centeredness. Sen-

iors in his studies normatively had progressed to increased levels of inner strength, personal commitment to the plurality of the relativistic world, and the acknowledgment that they were not only a part of a community amongst peers, but were a part of their faculty's community as well. In a sense, faculty had lost their "cosmic aura" (Perry, 1970, p. 122).

As students progress developmentally, their inhibitions and self-consciousness concerning relativistic topics diminish. Issues of religion, politics, or morals become more appropriate subjects for conversation. This progression is in many ways similar to Kohlberg's (cited in Smith, 1978) Conventional stage and Loevinger's (cited in Knefelkamp, Parker & Widick, 1978) Self-Aware Level: Transition from Conformist to Conscientious Stage.

Upperclass students have advanced to more sophisticated stages of moral, cognitive, intellectual, and personal development. They have developed their abilities to engage in conversations of substantive form that to underclass students may seem threatening, taboo, or beyond their level of competence. This threat level may also be the product of the minimal student/faculty interaction unique to large research institutions. Pace (1984) found that in comparison to the four other institutional types, large doctoral granting universities showed the lowest or least supportive student/faculty relationship and the lowest mean score on the quality of effort scale regarding contacts with faculty members.

While this may have some bearing on the divergence in quality of effort frequencies between lower and upperclass students, it also should be noted that both cohorts showed diminishing conversational frequencies with the increase in the level of topical sophistication. This pattern is consistant with Pace's findings. Factors potentially contributing to this regression are time constraints during meals, which limit the opportunity for more intellectual discussion; greater faculty involvement in social events than in intellectual discussion; greater faculty involvement in social events than in intellectually oriented activities with students; student perceptions of appropriate or desirable dinner parlance; and, possibly, the vestiges of what has been termed the **me** generation, i.e., the students' general disinterest in affairs beyond their immediate domain.

Were there differences in perceptions between faculty who participated in this study and students who participated in earlier studies conducted by Pace? Students in Pace's (1979b) study reported a higher quality of effort than did faculty in this study across all topical areas. Compared with faculty perceptions, students indicated that they spent a greater portion of their conversations discussing movies, popular music, and social events and parties, and proportionately less on current events in the news and different lifestyles. Again, both groups reported that, of all categories, they most often discussed job prospects, financial matters, and career prospects.

Finally, the total quality of effort score for this study was lower than that for a study of IUB students conducted in 1979 (Pace, 1982). It is difficult to assess whether this decrease is a result of the faculty's different perceptions or of a true faculty-student interaction effect. Additionally, it should be pointed out that the studies of student quality of effort covered all conversations in which students were engaged, not just meal conversations.

Conclusions

The results of this study tend to support several conclusions. To a great extent, the results of this study are consistent with those of various studies conducted by Pace (1984). As the topics of conversation became more sophisticated, faculty reported that the topical areas were discussed less frequently with students. Pace (1984) pointed out that students are likely to be involved in various activities at a more superficial level and sophisticated involvement requires a commensurate increase in effort.

Previous research on the faculty fellows program (Schuh & Kuh, 1984) indicated that faculty tended to develop social relationships with students rather well. In this study, faculty fellows reported that socially related topics (movies, social events, boyfriends, girlfriends) were the focus of conversation more often than did those who were not members of the faculty fellows program. it appears that faculty fellows do not have a great influence on students' intellectual development, which is consistent with the findings of Schuh and Kuh (1984).

The faculty fellows program is located in a predominantly freshman residence hall, while the percentage of upperclass students is greater in all other residence halls on campus. Consistent with Pace's results, this study shows that upperclass students are likely to engage in more sophisticated topics of discussion. Such dimensions as major social problems, views of others, different lifestyles and fine arts were more frequent topics of discussion in halls other than the one where the faculty fellows were involved.

The discipline of individual faculty members can make a difference. Three faculty fellows were scientists, while none of the non-faculty fellows were scientists. That topical scale reflected a different faculty fellow response than the other more sophisticated scales. The same may be true for the social issues dimension in that a number of individuals from the campus advocacy deans' offices (Latino affairs, Afro-American affairs) participate in the meal program. It is conceivable that their interest may have contributed to the significance between faculty fellows and others along this dimension.

Finally, it is possible to conclude from this study that having a meal program will not automatically enhance the intellectual development of students in any particular direction. A meal program seems to be able to provide a format for faculty and students to interact, but there are no guarantees that it will produce major results. In fact, it simply may provide an opportunity for students and faculty to get to know each other a little better and improve social relationships.

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Student Development: Health Promotions Efforts

Marilyn M. Buck

Editors' Note: Marilyn Buck earned the Ed.D. degree in Health Education Administration at the University of South Carolina — Columbia in 1986. Her dissertation, abstracted below, was selected as the Dissertation of the Year by the Southern Association for College Student Affairs.

Statement of the Problem

Since the function of higher education is to provide an atmosphere and physical environment in which students have an opportunity to improve knowledge, skills and attitudes (Hettler, 1980), colleges and universities are in a unique position to affect students' health knowledge, behaviors, and attitudes. In fact, college health services may provide the only exposure to health information and the only real source of health care for American college students (Stuehler & O'Dell, 1979). For many students, the college years may be the first time they have interacted with health care providers independently. Important health data can be gathered on admission and special programs can be designed for students with specific needs. An unusual opportunity exists to affect the longevity and healthfulness of an entire lifetime by assisting these students to appreciate the importance of health, to accept responsibility for their own health, to develop an awareness of the effects of lifestyles on future health, and to moderate self-imposed risks (Stuehler & O'Dell, 1979).

Successful programs and activities are those that interact with the total administrative and academic community beyond the narrow role of a medical facility (Foster, 1978). Although most health professionals on college campuses are committed to the concept of providing comprehensive health service for the student community, very few college health programs actually approach the provision of comprehensive services. Indeed, most provide initial or primary medical care with limited psychological counseling and some rudimentary health education (Averill, 1982).

This lack of integration of health services into other campus affairs coupled with poor planning and organization results in ineffective health programs and services.

In light of the previous discussion the purpose of this study was to address the following question: What is the relationship between demographic and organizational variables and college student health promotion?

The answer to this main research question is enhanced and supported by the provision of answers to the following specific questions:

1. What kinds of college student health promotion programs are offered?

2. How is information about student health problems gathered?

3. How is information about student health promotion programs disseminated?

4. To what extent do students participate in health promotion programs?

5. What demographic and organizational variables influence decisions regarding student health promotion?

Methodology and Rationale for Selection

This study employed a self-administered questionnaire method to collect and anlayze the responses of

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Southeastern college and university administrators with regard to student health promotion. The survey method was appropriate for a study of this nature because of the geographical dispersion of the population. The objectives of the study were met economically and efficiently. The ability to reach the respondents through the postal system, rather than through face-to-face contact, expedited the study considerably. The ability to collect large quantities of data from a large population was the most important consideration in selecting the survey method.

Printed copies of the questionnaire were sent to Chief Student Life Officers in each four-year institution of higher education in the 14 southern Regional Education Board (SREB) states with an enrollment of at least 1000 students. The four demographic variables which were examined were: (a) enrollment, (b) tuition, (c) affiliation, and (d) highest degree offered. Five organizational variables identified by Likert, 1967, were examined: they were: (a) goals, (b) control, (c) motivation, (d) interaction, and (e) decision-making. The ways information regarding student health problems is gathered, the kinds of health promotion programs offered, the methods of publicizing the programs, and the extent of student participation in health promotion programs were the dependent variables.

The study population included 329 senior colleges and universities. Two-hundred and forty-one (73%) of the potential participants completed survey questionnaires. The analysis of data was undertaken primarily through the Statistical Package for the Social Sciences (1979). Statistical analyses included frequency distributions, percentages and proportions, measures of central tendency, chi-square tests, correlation, and multiple regression. Given the descriptive/correlational nature of the study, statistical differences were tested at the .05 level of significance.

Significant Findings and Relevance to Student Affairs

The goals of higher education are concerned with the full development of the human potential. Student development in American colleges and universities is directed toward meeting the physical, social, spiritual, emotional, and intellectual needs of students. Inherent in this development philosophy is a consideration of the health of college students. Therefore, most colleges and universities offer some type of health services for their students.

Effective college health education and promotion can affect the present and future health of the students currently enrolled in institutions of higher education as well as the health of those with whom they associate. Because of the influential nature of the position of college graduates in our society, they have the potential of affecting the health of a much greater population. Knowledge of disease prevention, early detection, positive consumerism, and increased responsibility for personal health may have the potential to lower the health care costs and increase the quality of life of millions of Americans each year.

The findings of this study support the notion that the wellness movement which is spreading across the country has also entered the higher education arena. Forty-two percent of the institutions surveyed offered more than five different kinds of health promotion programs and services during 1983-84. Thirty-seven percent of the respondents stated that they used from three to six approaches to solicit informatin about their students' health problems. Forty-three percent of the respondents indicated that they had used between five and nine strategies to recruit student participation in health promotion programs. However, only 30% of the respondents reported that more than 25% of the student body participated in student health promotion programs during 1983-84.

The statistical tests for the effects of the independent demographic variables enrollment, tuition, and highest degree offered on student health promotion efforts indicated that colleges and universities with higher enrollments and those that offer graduate degrees are more likely to solicit information about student health problems, offer a wide variety of student health programs, and use several different methods to publicize these programs. However, public or private affiliation had no apparent effect on college student health promotion efforts. Finally, the demographic variables had no apparent effect on the level of student participation in student healtth promotion programs. This relationship needs to be investigated further.

The statistical tests for the effects of independent organizational variables goals, control, motivation, interaction, and decision-making on college student health promotion efforts indicated that the strongest positive relationship exists between these variables and the kinds of student health promotion programs offered and the ways these programs are advertised. These organizational variables also affect the ways information regarding student health problems is gathered. However, once again the relationship between the independent organizational variables and student participation in health promotion programs was unclear.

Combined multiple regression analysis equations which included all of the independent organizational variables demonstrated graphically the effects of interaction among the independent organizational variables and the dependent variables. These combined equations were better predictors of student health promotion programs and services than any of the independent organizational variable taken separately.

This study suggests that some of the antecedents of college student health promotion programs and services may be known. The association between the independent demographic and organizational variables and the dependent variables does not, of course, establish a causal relationship between them. However, this study suggests that more efficient and effective student health promotion programming should result when student health promotion providers interact, cooperate, and coordinate activities, are involved in the decision-making process, and in the control of these activities, and receive personal satisfaction from their efforts. The high return rate and the unsolicited letters and phone calls from study participants demonstrate an increasing interest in college student health promotion efforts. However, the relevance of the data generated by this study must be tested further. Similar surveys should be initiated on a national scope to determine if the results of this study reflect college student health promotion efforts nation-wide. Factors which affect student participation in health promotion programs and the extent of student participation should be explored. More emphasis must also be placed on research to determine the effects that student health promotion programs have on the students involved.

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Guess Who's Coming to Graduate School?

Jean Mahaffey

Graduate students are not who they used to be. The male, recent college graduate, full-time student with a complete scholarship and a supplemental fellowship to finance six consecutive years of graduate study was not the typical graduate student enrolled in fall term of 1985. Some of the reasons for changes in graduate school populations include increased cost of higher education, decreased availability of financial resources, increased attractiveness of business-related careers that do not require graduate degrees for entry, increased competition for wealth and position among baby boomers, and decreased availability of conventional careers for graduates. Analyzing *why* graduate students have changed, however, drains valuable energy from the more immediate tasks of identifying *who* the current and future graduate students are, and *how* graduate schools can respond to them.

Graduate students in the fall of 1985 were older than the traditional 21-year-old college graduate. That is neither a surprise nor a revelation when viewed in conjunction with companion information on undergraduate populations — the majority are more than 21 years old and 36 percent are age 25 and over (Young, 1984). The surprise comes in realizing that the recent college graduate at whatever age is not the typical graduate student. "Available statistics and the opinions of admissions officers indicate that more and more students are putting distance between their undergraduate careers and the pursuit of graduate degrees" (Lederman, 1985, p. 20). Whereas in the mid-1970s seventy to eighty percent of the graduating seniors from Amherst, Haverford, and Bryn Mawr matriculated directly into graduate school, in 1985 the figures fell below fifty percent. (Lederman, 1985). The statistics for students entering graduate school immediately upon graduation from Furman University and the University of South Carolina-Columbia are consistent with national norms. In a telephone conversation, Mary Nagel Cushman, Director of Career Planning and Placement at Furman, reported that "37-40 percent of the seniors indicate that they will go to graduate school immediately after college graduation," (M. N. Cushman, personal communication, May 13, 1986). Paul Fidler, Assistant Vice-President for University Career Center at the University of South Carolina-Columbia, reported that "18 percent of the May 1984 graduates indicated that they would enter graduate school in the fall, but 32 percent indicated they would attend graduate school later," (Fidler, 1984). The national trend toward later graduate school entry naturally results in a rising age for graduate students. The graduate student body at the University of South Carolina is no exception. Of the 7,137 graduate students enrolled in fall semester of 1985, 53.8 percent were age 30 and over with 36.5 being 30 to 39 years old.

In addition to becoming older, graduate students are becoming more representative of women and foreign students. A *New York Times* study revealed that more than 25 percent of all doctoral students today are women (Budig, Hammond, and Bailey, 1984). During fall semester of 1985, female students constituted 60.7 percent, 4,339 of 7,137, of the graduate student population in the University of South Carolina system. In 1983, nearly one-fifth of the doctoral recipients, 5,767 out of 31,190, from universities in the United States were non-United States citizens ("Doctoral Recipients," 1984). Again, the University of South Carolina graduate popu-

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lation is consistent with national norms because of the 39 doctoral recipients in 1985, 8 graduates or 20.5 percent were non-United States citizens.

As isolated statistics, the age, sex, and nationality of graduate students will not affect the teaching-learning environment of a graduate school. However, in tandem with each other and with the newest and most non-traditional characteristics of graduate students — part-time learners — the graduate student of the mid-1980s calls into question the graduate schools' traditional delivery systems. Part-time students, most of them adults, outnumber full-time students in most universities. "The National Center for Education Statistics reports that part-time students have increased at an average rate of 4.9 percent a year over the past seven years, while the average increase for full-time students was 2.3 percent; and that trend is expected to continue and accelerate." (Young, 1984, p. 92). In graduate education over the next decade, minority students, foreign students, part-time students, mid-career students, and re-entry students represent the growth areas (Albrecht, 1984, p. 15). The fall semester 1985 graduate school population at the University of South Carolina contained 68 percent part-time students, 4,848 of 7,137.

What difference can large numbers of older part-time students make for the University of South Carolina Graduate School? The majority of part-time graduate students are employed. Being a student while being employed full time requires some negotiations between student-employee and employer. When the employer awards release time and, in some cases, tuition grants for an employee to be a student, that employer has a vested interest in the institution where the employee will study. That interest, properly nurtured by the institution, can result in additional resources — more students, equipment purchases, scholarship funds, etc. — coming to the institution. For example, many companies have started programs to help their junior executives earn their advanced degrees at local universities without leaving the firm, sometimes at the company's expense (Lederman, 1984). In a competitive market, student recruits are valuable resources. Also, many graduate students are part-time because they have already advanced far enough in their careers that taking a leave of absence to attend school full time would jeopardize their career standing. This means, then, that these students who are also employees have enough professional clout to be a potential political base for the university in the business community, no small asset in an era of increased legislative involvement in education. Most important of all, however, student employees in graduate schools allow graduate education to do what it advocates — "integrate formal knowing and practical knowing . . .with a respect for both" (Schneider, Brown, Denny, Mathis, & Schmidt, 1984, p. 618).

The University of South Carolina with its nine regional campuses geographically located over the entire state is in an ideal position to capitalize upon the political, financial, public relations, and student recruitment advantages of part-time graduate students. During fall term of 1985, 45 percent of the total graduate enrollment was on campuses outside of Columbia. In addition 44.5 percent of all students enrolled in graduate courses in the School of Education were on system campuses other than Columbia. Of the 7,137 graduate students enrolled fall semester, 2,021 or 28 percent are non-South Carolina residents, meaning that these students are willing to commute to receive USC's graduate degrees. These statistics make very favorable comments about the reputation and accessibility of some of USC's graduate programs. However, only two master's programs, the MBA through educational television and the graduate engineering degree, are designed for students who are working full time. Some master's and doctoral students may take some courses on some of the campuses outside of Columbia. These courses are taught by departmentally approved professors, many of whom are full-time Columbia campus professors who travel to the regional campuses to teach. Nevertheless, master's students must fulfill a residency requirement on the Columbia campus of "two regular semesters of approximately 18 weeks or the equivalent in summer sessions" (The University of South Carolina, 1984-85, p. 19G), and doctoral students must fulfill a one-year residency requirement on the Columbia campus (The University of South Carolina, 1984-85). Such a requirement seems to discount both the academic quality of the regional campuses and the identity of the mid-1980's graduate student.

Also, with more of the graduate degree candidates being part-time students and full-time employees, the maximum time period allowed for degree completion could be re-examined. "Six years is regarded as the maximum time allowed for graduate credits for master's candidates" (The University of South Carolina, 1984-85, p. 20G). Doctoral candidates are allowed eight calendar years from the beginning of graduate work until the degree is granted (The University of South Carolina, 1984-85, p. 21G).

Some graduate schools across the nation are beginning to change their delivery systems. Evening and special weekend classes are now commonplace in most institutions. Some graduate schools have relaxed their residency requirements and are allowing graduate students to take reduced loads over longer periods of time. Identifying and relating to graduate faculty advisors and mentors can become a challenge for the part-time student who has limited access to faculty members. Therefore, some graduate schools are designing communication systems to maximize the efficiency and the effectiveness of the information flow between the graduate school and the student

who will probably be geographically distanced. A national network of deans of colleges and schools of education is now in place to discuss and to share new modes of graduate education because these deans recognize that "if the program is designed for the usual mode, as in the case of full-time study, the students . . . likely will be . . . in an inferior position if they cannot fit into these conventional structures comfortably" (Albrecht, 1984 p. 16).

South Carolina's foresight in establishing nine regional campuses of the University of South Carolina represents a commitment to making undergraduate education more accessible to more people. Now that the undergraduate population is being effectively served, perhaps the University can expand the delivery systems of graduate degrees also.

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The Dare of the 80's: Learning Potential

Carolee Cameron

A Transformed Profession

The past two decades have yielded radical changes in what we know about how people learn. With this new knowledge has come ample evidence that every person, except for the 2% who are truly disabled, can learn what he needs to know, given the proper conditions. This new reality presents us, as educators, with a challenge as exciting as it is disturbing — a challenge we cannot afford to ignore.

In this new age for learning, the heart of the challenge is that we now *own* a science sufficiennt to give us the power to empower. We can now assure that people learn what they need to learn. That changes everything; and it raises some exhilarating questions.

To continue as we were before is clearly out of the question. Now that we have a scientific base to illuminate our practices, our profession has been transformed to the point that many of us hardly recognize it. We face radically new challenges, both in terms of demands and possibilities. What most alarms many of us who thought we had arrived is that we find we have, in some ways, rejoined the masses. We too have a lot to learn.

In our favor always is the fact that our profession represents a heritage of good intentions. We are the ones who started out with the high hope that we could help people discover and develop their potentials. To these, our best intentions, we need now to add what can be ours for the taking. We need to master our new science and then use it as the foundation we have long needed to assure that we have the impact we want to have. Now that learning is finally known to be possible, we are capable of successes that will surprise even us.

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Workplace Demands

From its own new realities, the workplace increasingly adds its own urgent demand that we practice our full profession and produce real learning. The self-limiting mind, the mind that has foregone (or abandoned) thinking, is no longer the mind the workplace wants or needs.

In contrast, the workplace generates ever-increasing demands for the workforce of sharp thinkers, skilled in trouble-shooting, problem-solving, and innovation. The growing mismatch between workplace need and workforce quality is a critical problem that gives us a new potential domain of influence — one that is highly visible and real.

The Work Ahead

We have already lived through a long series of breakthroughs that have come (and gone) with big promises and single-sighted solutions. During its infancy, education change made the mistake of expecting too much change to easily. Skepticism, even cynicism, is our natural response to so many popularized versions of the perfect quick fix for entrenched and perplexing troubles.

Yet underlying many of these breakthroughs have been important findings and understandings about the way the mind learns. The main truth to emerge is that educators need to be deeply knowledgeable about the human mind and highly skilled at getting it to work.

There is no bag of tricks that will ever replace that necessity.

Just as a physician faces professional responsibilities that require him/her to possess knowledge and skill in treating the human body, today's educator faces a new magnitude of responsibility for human minds. Given what we now can rightfully be expected to produce through the diligent *practice* of our science of learning, we may expect that *operating* on minds will soon be as sacred a responsibility as operating on bodies has ever been.

What is needed now is our joint, focused effort to see how the puzzle fits together. We need to synthesize the scattered, often contradictory, findings to create a unified body of knowledge that serves as a basis for action. This will provide the foundation we need to *operate* on the mind with skill: to tap the surprising capacities of the learners within, release these learners, and stimulate them to seek and find knowledge, mastery, self-worth, and creativity.

Foundations for a Transformed Profession

Redesigning our practices begins by immersing ourselves in theory and research, and producing for ourselves a practical framework that is personally meaningful and useful. The synthesis we accomplish should:

1. Transcend the territories and arguments that so fascinate researchers and theorists, and merge useful insights from all camps;

2. Draw together to form a dynamic whole that is personally meaningful and upon which we can base action and judgment;

3. Reflect our increased insights about our own individual personalities as learners;

4. Retain a flexibility that allows for ongoing guidance and revision from the field; and

5. Be refined until it can be clearly communicated to our colleagues as well as to the learners in our care.

A Workable Synthesis

At a minimum, a theoretical groundwork for informed action should be based on the work of six key theorists and six revealing bodies of research. Critical theorists are: Skinner, Bruner, Ausabel, Piaget (and the neo-Piagetians), Gagné, and Bandura. The six crucial bodies of research are: time-on-task, learning/time studies, mastery learning (in particular the Personalized System of Instruction—PSI), right-left brain dominance, personal learning styles, and teaching thinking.

These dozen pieces represent a start toward the substantive undergirdings needed to transform our profession. For this paper, only selected key ideas of each have been excerpted to form the larger picture.

What Learning Is Not

Learning is not a function of exposure.

1. People learn through one or more of the auditory, visual, or tactile channels. To reach the student requires meeting him/her on that channel. Thus, it is unlikely that lecture, used alone, will reach all learners (personal learning style findings).

2. Because passive situations result in very little learning, active personal engagement is critical. The locus of activity needs to be the learner, not the instructor (time-on-task research).

Learning is not a function of pre-existing ability.

1. Apart from the two percent who cannot learn, mastery is within reach of all learners, if all necessary conditions are met. Plans and systems must be structured so all learners will reach the mastery level; this is possible, however, only through self-pacing. Checkpoints are needed to identify where instruction is failing so that weak points can be strengthened (mastery learning research).

2. The so-called *slow* learner makes the most dramatic gains when a self-paced, mastery-based system is used (mastery learning/PSI research).

Learning is not a function of a single, right instructional treatment.

1. Treatments can be right for one type of learner but wrong for others. Because it is easiest for him/her to reach learners who learn the same way he/she does, the instructor must study him/herself as a learner and plan ways to translate for learners with differing styles (personal learning styles findings).

2. As dictated by specific problems, needs, learners, and goals, most treatments are best applied selectively. The key to success is to stop seeking the one best solution, but rather to draw from the full range of treatments appropriate to the situation.

What Learning Is

Learning is a function of individual learning style.

1. Individuals differ in terms of how active versus reflective and how abstract versus concrete they are. These two sets of polarities form a matrix classifying learners into four types: one type learns primarily by listening and sharing ideas perceived to be personally *meaningful;* one by *thinking through* ideas to make sense of the external world as it relates to his own; one by *testing behaviors* or theories to see what happens; and one through acts of curiosity and personal *discovery.* A blend of approaches, or the provision of options from which the learner selects,

should be used to reach all styles (personal learning styles findings).

2. Each educator has been and remains a learner, as is true for the learning theorists as well. Each learning style cited above captures the bias of at least one of the major theorists: *meaningful* relates to Ausabel's theorizing; *thinking through* to Piaget's; *testing behavior* to Skinner's theories; and *discovery* to Bruner's. This could indicate what each theorist's personal learning classification might be. It is critical for all educators, theorists, and practitioners to know their own style and to make concerted efforts to understand, respect, and reach those with different learning styles.

Learning is a function of active acquisition.

1. Long-term retention of learned material is determined by the degree to which the learner is able to incorporate new material into previously learned material. Educators should provide assistance in this process both by giving advance cues about upcoming materials and by relating new material to what the learner already knows; using stories, examples, metaphors, small group activities, and visualizations are effective options (Ausabel's meaningful versus rote learning).

2. A necessary condition for learning information is active rehearsal. In the few instances where rote memorization is needed, material should be segmented, and periodic practices should be arranged (Gagné's *information* domain of learning).

3. Short-term memory places definite limits on how many bits of information can be acquired at one time; for example, individual limits range between five and nine bits. When teachers introduce more than five separate pieces of information to be learned, it is critical to plan means by which the first five pieces can be *chunked* together before other pieces are added.

Learning is a function of active thought.

1. Thinking strategy is the underlying process of the four other types of learning — information, concept, attitude, and motor. Specific plans should be made to increase and upgrade these strategies as needed; the instructor should not assume this need will automatically be met (Gagné's *cognitive strategy* domain of learning; teaching thinking studies).

2. Activating right-brain functions such as imaging and creating increases the quality of left-brain functions such as logic and language, and vice versa. Specific plans are needed to access and develop both spheres (right-left brain research).

3. Major breakthroughs occur when the learner actively thinks in more complex ways. Progress through the four levels of cognitive development requires that unfamiliar ways of thinking be instigated, experienced, pursued, and mastered, despite learner resistance. The educator cannot assume that individuals past fourth level age norms (abstract/logical) have necessarily reached that level of thought. In fact, studies show that over 50 percent of adults are not yet at this level *as* adults. Learners should be urged to engage in abstract thought using methods and media such as Papert's computer LOGO and other active materials for teaching thinking (Piaget; teaching thinking studies).

Learning is a function of self-image.

1. Regardless of how attractive the reward, a person will attempt only that which he/she perceives to be within reach. Peer systems should be utilized to alter the learner's perception of what is out of reach and to bring it into motivational range (Bandura's self-efficacy expectations).

2. Personal attitudes are changed or learned mainly because of one's desire to model after someone else. When attitude change is needed, small group process should be used deliberately to produce the desired results (Gagné's *attitude* main of learning).

Learning is a function of time.

1. The amount learned is equal to the time spent divided by the time needed (learning/time studies).

2. The chief factor determining how much is learned is how much time the learner spends actively engaged. Learner engagement should be maximal and instructor domination minimal (tome-on-task research).

3. All students, with the previously mentioned exceptions, can fully master material if required to learn it and to devote the necessary time to it. Evaluations as to the level of mastery necessary for a particular objective should be based on the utility of the skills to be mastered. Nevertheless, mastery should be varied to meet individual differences. Full mastery should be sought on as many objectives as is feasible (mastery learning research).

Learning is a function of structure, sequence, and personalization.

1. A concept is learned through a hierarchy of all elements needed to enable the learner to structure the concept in his/her own terms and tailor it to his/her own understanding and methods. For skills in this learning domain (for example, mathematics, algebra, or art), modeling and memorizing should be minimal; personalization should be facilitated and required (Gagné's *intellectual skill* domain of learning).

2. If a learner needs to be prepared to perform a higher level objective such as analysis, synthesis, or evaluation, instruction must include specific activities that carry the learner to that higher level. If instruction stops with lower level skills such as information and concept learning, educators cannot expect learners to then perform higher level tasks (Bloom's taxonomy).

Learning is a function of interaction and response.

1. A behavior that receives no response is less likely to be repeated, even if the behavior is a positive one. Conscious attention must be given to how much positive, individual feedback is provided and at what frequency. The educator should devise systems to increase feedback levels; he/she should also use strategies such as peer proctoring, computer-assisted instruction, and frequent, non-punitive mastery checks (Skinner).

2. Behaviors that are punished are actually being reinforced by the attention they generate. Care should be taken to minimize non-productive patterns of interaction (Skinner).

Learning is a function of dissonance and frustration.

1. Breakthroughs to more powerful thinking and learning modes occur when the old ways repeatedly fail and the learner experiences an "optimal" level of dissonance and frustration. Error has excellent instructional value and should be so used (Piaget).

2. Learning occurs out of the purposeful search for understanding. Curiosity about the puzzling, unclear, incomplete, or uncertain should be used to activate internal motivation (Bruner).

Permission to Try

By synthesizing and then acting on the valuable scientific base currently available to us, we educators will become the leading edge of our profession's transformation. Education will be changed from within, and thereby rediscovered from without in its impact and status. The success we have will lead us to informed theorizing about why it happened and how it can be replicated; the failure will lead us to insights into what learning factors were not activated and what should be attempted next.

The outcome we seek should be no less than this: that we transform our profession; that we move to become absolutely competent as *learning scientists* by distilling from the substantive theories and research available a basis for our personal practice; and that we enter into the professional practice of education, and challenge our colleagues to do likewise.

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The Underprepared Student: In Need of a Champion

Theodore R. McClure

Serious efforts to improve the quality of education at all levels are planned or are underway in virtually every state. Under pressure from a variety of concerned groups — the public, legislators, government agencies, and even educators themselves — most educational systems have responded positively and are slowly improving performance and restoring integrity in their educational programs and degrees.

Some of these changes should result in new levels of quality in such areas as undergraduate instruction, self-evaluation capabilities, and curricular revisions that may be more successful in developing literate, thinking, ethical adults. However, one well-intended change — that of raising entrance requirements at higher education institutions — may result in fewer educational opportunities for the large group of students who are underprepared for college work. Done in isolation and without planning for its consequences, the quick decision to raise entrance standards is also a decision to limit institutional enrollment to only those demonstrating high abilities (McCabe, 1983). Using a variety of screening devices, institutions can simply exclude whomever they want. Raising entrance requirements may be an important step to improve institutional quality, but the step needs to be done in concert with other institutions and systems. To meet the real needs of the population, changes in admissions standards should be combined with broad student academic and counseling services and made available for students who need such services to succeed. Returning to higher standards will involve new cooperative efforts and new complexities rather than old simplicity (Preer, 1983). Preer (1983) further cautions:

> Despite setbacks over the last two decades, American education has made notable gains, especially in increasing the access of all students to higher education and in responding to the diverse needs these students bring. Efforts to regain lost ground must also guard against retreat in these areas (pp. 1-2).

Without broad new strategies for educating *all* those who can benefit from higher education, the students who will fall through the cracks are the underprepared students. In this time of transition, these students need colleges and universities which will welcome and work with them, because many can reach their educational goals with help.

Only a very few states have developed systematic plans to identify institutions that will assume responsibility for underprepared students. Most have not identified how much remedial education is needed, how it will be financed, nor how effective the present programs are (Albright, 1984). The present uncertainty calls for a re-examination of this continuing problem of educating the underprepared student.

Identifying the Underprepared Students

Whatever age they may be, underprepared students share some identifying characteristics: deficiencies in math, English, and reading skills; poor self-concepts; numerous failure experiences; expectations of failure; lack of clear goals; unrealistic career plans; reluctance to seek help; poor standardized test performances; and a sense of

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powerlessness (Cross, 1983; Grites, 1982; Keimig, 1983; Maxwell, 1981; and Smith, 1982).

These underprepared students may bring additional problems with them to the college: lack of study time; families to care for; financial or health problems; and scheduling problems (Cross, 1983). They may also possess raw intellectual skills, but without an internal structure useful for college success (Gordon and Kappner, 1980). Smith (1982) cites that Havinghurst in *Developmental Tasks and Education* and Sheehy in *Passages* provide evidence that adults may pass through predictable and sequential changes, with periods of transition and stability. In periods of transition, adults may need to learn new knowledge or new tasks, that "call for different learning abilities" (Cross, 1983, p. 162).

None of these characteristics or problems of underprepared students needs to be permanent. The capabilities to change these patterns exist in today's higher education institutions. *What it will take to succeed with these students is simply a willingness to consider them worth the effort.*

Colleges and universities can raise standards, ensure quality improvements, and still maintain access if they offer programs with these successful characteristics: student diagnostic services *and* placement; close monitoring of student progress; quick intervention strategies providing links between faculty and counselors to solve student problems; developmental faculty advising; developmental instructional techniques that foster student self-responsibility and self-confidence while maintaining high expectations; flexible scheduling; involvement of students in academic and campus activities; measurable objectives and evaluation; and remedial/developmental courses which link student exit standards with entry standards for subsequent courses (Astin, 1975; Boylan, 1983; Eisele, 1983; Keimig, 1983; Maxwell, 1981; Roueche, 1984; and Roueche & Snow, 1977).

Rather than spend energies assigning blame for students' unpreparedness, educational institutions must help the underprepared students participate in quality and successful learning resulting from positive changes at all educational levels.

Determining the Number of Underprepared Students

Despite recent, substantial gains on state-wide achievement tests, a sizable number of students in South Carolina primary and secondary public schools still have remedial needs because they are earning below-average scores on the Basic Skills Assessment Program (BSAP) or some remain below the national median scores on the Comprehensive Tests of Basic Skills (CTBS). Based on May, 1986, average daily attendance figures from the South Carolina Department of Education, Office of General Education, over 280,000 students were enrolled in public schools in grades 7-12. Over 113,000 students were enrolled in Educational Improvement Act remedial programs. However, this figure includes duplication because some students were enrolled in more than one remedial subject. Additional secondary students (approximately 12,000) were enrolled in remedial programs through the Governor's Remediation Initiative Program.

Data from 1985 BSAP testing indicate remedial needs vary but still are continuing. The percentage of students meeting the reading standards ranged from a high of 83.8 percent in Grade 3 to a low of 64.0 percent in Grade 8 (South Carolina Department of Education, 1985). In mathematics objectives, the range was from a high of 85.2 percent in Grade 2 to a low of 57.3 percent in Grade 8 (South Carolina Department of Education, 1985). These scores represent an increase over those of previous years.

1985 CTBS scores indicate that median scores for South Carolina students in the grades tested were above the national median in all areas except reading. Grade 10 students, for example, had the following median scores: 44.4, reading total; 54.1, mathematics total; and 54.2, language total. The national median is 50.0 for each area (South Carolina Department of Education, Office of Research Report, 1985).

Despite the encouraging trend toward better South Carolina student scores on both the BSAP and the CTBS, these numbers also show that a large number of public school students still have below-average scores and need remedial support whether in the public schools or at the postsecondary level.

If numbers alone make a problem large, then the dilemma of educating the underprepared student at the postsecondary level is indeed one of national scope. A study by the Carnegie Foundation for the Advancement of Teaching (1985) indicates that, of all freshmen in postsecondary institutions, 25 percent were enrolled in remedial math, 21 percent in remedial writing, and 16 percent in remedial reading. While the four-year institutions had fewer students in remedial/developmental courses, their percentages were still substantial: 19 percent of all freshmen took remedial math; 17, writing; and 12, reading. Remedial courses are widespread: At Penn State, for example, 28 percent of students are considered lacking in appropriate English skills. At the University of Missouri, one out of two students needs remediation. Further, twenty-five percent of *all* college math courses are remedial (Albright, 1984).

In a national survey by the City University of New York (Nielsen and Polishoo, 1984), 85 percent of the 1269 colleges and universities responding indicated that inadequate preparation of first-year college students was a common problem. *Eighty percent* of the colleges offered

remedial or developmental programs or courses. Given such data, one can assume that, of the 12.5 million students enrolled in higher education institutions (O'Keefe, 1985), a large number of students were and are still underprepared.

Stronger secondary school performance resulting from state educational improvement legislation will, of course, lower these numbers. In time, however, the increasing numbers of older and minority students will increase the need for remedial work since these populations often need remedial help (Spann, 1986). According to the Director of the National Center for Developmental Education at Appalachian State University: "There will always be remedial needs in higher education. The better the freshman student, the more the faculty will expect. Enrollment-driven funding will continue to result in remedial offerings, as well" (Spann, 1986).

Enrolling the Underprepared Student

Many states are debating the issues of which institutions should enroll the underprepared student. Some are inclined to fund remedial classes at only the secondary level to avoid duplicating funding; others are willing to finance second chance remedial work at community colleges but not at senior colleges. Ohio has established a testing program which identifies remedial needs in the eleventh grade. Colorado and Nevada have new postsecondary admission standards and offer remedial work at community colleges. Tennessee has a testing program for placement into non-credit postsecondary remedial programs (Jaschik, 1985).

Individual college admission standards and requirements for student remedial or developmental work vary greatly within state systems. For example, in South Carolina, college admission requirements are based on various scores and screening devices such as the Scholastic Aptitude Test (SAT), American College Testing (ACT), Test of Adult Basic Education (TABE), Career Planning Program (CPP), and high school rank. A technical college may require a higher admission standard on the same test than a university branch campus within the same city.

Once potential students are found to be underprepared, South Carolina colleges may or may not offer remedial programs to help prepare them for college. While some South Carolina colleges do offer full developmental/remedial programs, some offer only 100-level, credit or non-credit *bridge* courses. Although differences in admissions standards among a state's colleges and universities may be quite reasonable, the inconsistency in the availability of remedial help confuses underprepared populations as to their chances of educational success. These students may not know where to go to get the help they need and, mistakenly, enroll where there is no assistance available.

In a report to the South Carolina Commission on Higher Education (1986), consultants recommended that remedial work be phased out of senior colleges and placed in the technical colleges. The consultants noted that, on some college campuses, there was "little recognition of the [remedial] problem and an unwillingness to deal with it" (p. 60).

"Deciding who enrolls where is a political decision as well as an academic one" (Vaughan, 1984, p. 39). Nevertheless, some decisions are not being made, and those that are often appear inconsistent with those decisions made at other institutions.

Some report that remediation is more expensive at the collegiate level (Jaschik, 1985); but Trow (1983) indicates that college remediation is done in less time and is more effective than comparable high school work. Despite this framework of indecision and lack of planning regarding the fate and funding of remedial programs, many colleges are continuing to raise entrance standards.

The Consequences of Failing to Provide Postsecondary Education Opportunities for The Underprepared Student

Even with improved high school programs, large numbers of students will exit secondary schools poorly prepared. According to a 1979 Ford Foundation study on Adult Literacy, one in five people in the U.S. adult population lacks the abilities in reading, writing, and computation to handle minimal demands of daily living; another 34 million are barely able to function (Hunter and Harmon, 1979). The same Ford Foundation study (Roueche and Armes, 1980) specified that 57 million Americans lacked skills to perform such basic tasks as addressing letters, interpreting bus schedules, or understanding printed finance charges.

These data have profound implications for all educational systems in this country. In the next 20 years, an educated work force will become more essential to American productivity and the country's overall economic health. Even with business and government heavily involved in training workers, critical literacy skills are the foundation which will enable workers to change with changing technologies. The National Alliance of Business study "Employment Policies: Looking to the Year 2000" (Kenney, 1986) indicates that the quality of the United States labor pool must be improved to close the gap between job requirements and worker capabilities. "The mismatch is coming from new technology, stiff international competition, changing consumer tastes, and demographic shifts in the growth of traditionally poorly educated segments of the population" (Kennedy, 1986, p. 8). The Alliance of Business study further states that by the 1990's, three of four jobs in the United States will require some education or training beyond high school.

As McCabe aptly stated, "While raising admission criteria might be appropriate for certain universities, such a policy applied to all higher education would have a devastating, negative impact on this country. The American economy needs more, rather than fewer, well-educated individuals" (1983, p. 7).

Solving the Problems of Educating Underprepared Students

Future efforts to assist the underprepared will include some presently used strategies:

Remedial — a program (usually a few courses) designed to improve specifically identified skill deficiencies so that students can eventually enter a program for which they have been ineligible. However, Keimig (1983) reported that isolated remedial courses did not make a difference and were the least effective of all remedial efforts.

Developmental — a preferred program that goes beyond remediation and which accepts students where they are and takes them to where they need to go. It teaches academic *and* human skills and emphasizes strengths already in the students. It emphasizes building self-responsibility, self-confidence, and successes. According to Roueche (1984), models of successful educational programs for the underprepared exist and they provide clear evidence of these students' "learning potentials and capabilities" (p. 21).

As the data in this report indicate, underprepared students continue to enroll in postsecondary institutions in large numbers. Facing this prospect, some college officials often fall back on the truism that a college *can't be all things to all people*. That phrase, however, has too often been an excuse for accomplishing little in the education of the underprepared. One college may not be able to help all who wish to enroll, but whole educational systems can.

The dilemma is a complex and controversial one, yet current thought in many educational publications is that educational problems for the underprepared can be resolved. As Daly (1985) stated, "Much of what must be done to maintain individual opportunity for advancement, to educate a technologically literate work force, and to sustain an informed citizenry must be undertaken as a joint mission by the schools and undergraduate colleges . . ." (p. 115). The problem will take collaboration and teamwork within institutions as well — between support staff and particularly between counseling and academic personnel. Although it will require an investment of time, and money, the alternative is unacceptable.

Some believe that to deny large numbers of these students access to higher education would be a return to elitism in higher education and would end a major gain of the last 25 years — a realization of higher education for those who desire it. Educational systems and institutions need to combine their resources and programs (Preer, 1983) and make pro-student decisions regarding who will attend where, and what academic support programs can be implemented to best ensure the success of underprepared students. A serious examination of these challenges seems to be in order if higher education institutions are to serve the educational needs of underprepared students.

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University-Student Alcohol Use: Quantity-Frequency Scores and Psychosocial Variables

Joseph N. Ososkie

Introduction

Alcohol use studies on college campuses have typically examined consumption rates. Quantities, frequencies, and types of beverages consumed have been examined according to gender and age. Other demographic variables such as grade point average and year in school have also been investigated. Many times, investigators have sampled only introductory psychology classes, freshmen and seniors, fraternity members, or students in residence halls.

Straus and Bacon (1953) conducted one of the initial comprehensive college student alcohol use studies in a survey carried out from 1949 through 1951. Their national research effort included 27 colleges, representing various parts of the country and different institutional characteristics — and resulted in more than 15,000 completed questionnaires.

The study revealed that 74% of the students surveyed use alcoholic beverages (80% of the men and 61% of the women). Alcohol use increased from freshman year to senior year — from 69% to 87% for men and 46% to 77% for women.

Engs (1977a) reviewed more recent research on drinking among college students to determine if the use of alcohol on campuses had increased since the Straus and Bacon (1953) study. Dvorak (1972) reported that 58% of a sample of freshmen drank as compared to 88% of seniors. The increase was consistent with Strauss and Bacon's findings. Milman and Su (1973) found that 91% of the 6,000 students who comprised their study drank, and Engs (1977b) reported that 86% of her sample drank beer. The above studies are not consistent in their sampling procedures and definition of drinking, but the majority of them do report an increase in the use of alcohol over the years.

Engs (1977a) studied 1,128 students from 13 schools that were part of 62 schools in a national project to promote alcohol awareness. Students were classified on a quantity-frequency of use index from abstainer to heavy drinker.

Her results indicated that about the same percentage of students in her sample (79%) drank as in previous studies (Straus & Bacon, 1953, 74%). She found that about five times as many men as women were heavy drinkers. Engs found no significant difference in drinking by year in school, a finding consistent with some studies (e.g., Pollock, 1969; Penn, 1974) and inconsistent with another (e.g., Hanson, 1974).

According to Engs (1977a), the higher a student's grade point average, the lower his or her alcohol consumption. Other studies have found that drinkers have lower GPA's than non-drinkers (Milman & Su, 1973; Jessor, Carman, & Grossman, 1968). Finell and Jones (1975) found no such relationship.

Hanson (1974) surveyed students from 37 colleges and universities during the 1970-71 academic year regarding their drinking behaviors. He obtained useable questionnaires from 3,696 respondents. Students were administered the instrument during class periods, and most respondents were from introductory sociology classes. Important results in relation to the present study concerned the percentage of men and women drinkers for freshmen and senior years in school. For freshman year,

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80% of the males and 70% of the females were drinkers. In the senior year for both men and women, 85% consumed alcohol. Therefore, there was an increase in those who drank their senior year as compared to their freshman year. This increase was greater for women than men. Perhaps drinking by men was initiated in high school, and for women more than men it was initiated in college. This may suggest that attention be given to women in college to facilitate the transition into alcohol consumption and not concomitantly into alcohol-related problems. Penn (1974), on the other hand, found that "the consumption of alcoholic beverages is common among students of all academic schools and class levels, regardless of sex" (p.222). He did find a higher number of drinkers in fraternities and off-campus housing.

Single campus studies have focused on correlates of drinking behavior (Mills & McCarty, 1983). Those studies have attempted to describe drinking phenomena at individual universities. Sometimes their exclusive aim has been education and treatment planning. At the very least, problem identification has been held important (Kozicki, 1982). Donovan (1977) maintained that single campus surveys identify different drinking behaviors and problems that are part of an individual university. In addition, they can assist in targeting a subpopulation for alcohol education and establishing risk factors.

The purpose of the present study was to examine the relationship between specific psychosocial variables and alcohol use among university students. Alcohol use was measured by means of a quantity-frequency index. Psychosocial variables included sex, age, grade point average, residence while attending school, major area of study, and year in school.

The drinking of alcohol at the university level does trouble educators and administrators because of its ubiquitous nature and the possibility of negative consequences to individuals. This study attempted to better understand the effects of widespread consumption of alcoholic beverages by university students. Blane and Hewitt (1977) proposed that studies of college students are particularly important because the 18-to-25 age range, typical of college students, has the highest rate of alcohol consumption of any age group and is at a higher risk for experiencing drinking problems. It would be beneficial if, in this at risk age group, insight might be provided into the antecedents of alcohol problems in order that stressors and social factors of significance might be addressed.

Methodology

Subjects

The sample in the present study consisted of students at the University of Wisconsin-Whitewater. All were students in 38 randomly selected course sections during the spring 1985 semester. All students in each of those sections were administered questionnaires. The sections ranged in size from 4 to 37 with an average size of 20.8 students. A total of 791 questionnaires was submitted by students, which resulted in 744 acceptable student questionnaires.

The sample of 744 students consisted of 404 females (54.3%). The majority of the sample had never been married (N = 693, 93.4%). The mean age was 21.0 years, with a standard deviation of 3.5 years. Age ranged from 18 to 46. The majority of the students were between the ages of 18 and 25 years (94%) (86%, 18-22 years). Most students lived in a residence hall (N = 388, 52.2%) or in an apartment or house (N = 295, 39.7%). Fifty-four students lived with their parents, and only seven lived in a sorority or fraternity.

Students were evenly distributed for year in school. Half had majors in the College of Business. The mean grade point average was 2.90, with a standard deviation of 0.53. GPA ranged from a low of 0.50 to a high of 4.00. Students were taking an average of five courses during the semester.

Instrumentation

Background information was obtained regarding psychosocial variables that have a relationship to alcohol consumption. This section included the following areas: sex; age; year in school; cumulative grade point average; major area of study; place of residence while attending school; and marital status.

A quantity-frequency index was used to obtain a measure of daily absolute alcohol consumed by the student to indicate how often and how much is usually consumed, with beer, wine, and distilled spirits considered separately on both the quantity and frequency dimensions. The respondent was asked to consider amounts and rates for the preceeding 30 days.

Procedures

Students were informed that their class was randomly selected to participate in a campus-wide study on alcohol use. They were told that all responses would remain anonymous and confidential.

Questionnaire administration was undertaken at the beginning or end of the class period, depending upon the request of the instructor. Students completed the questionnaire in class during the period from April 16, 1985, through April 30, 1985. If the questionnaire was completed at the beginning of the period, completed questionnaires were collected by picking them up from each individual. If done at the end of the period, students returned the completed questionnaire to the researcher as

they left the room. If a questionnaire had been completed by a student in another class or if a student did not want to complete the questionnaire, he or she was told to indicate that at the top of the form and return it to the investigator.

Results and Discussion

Alcohol Consumption Rates

Alcohol was consumed within the preceding 30 days by 88.6 percent of the students sampled (N = 659). Other studies have reported similar findings (Milman & Su, 1973, 91%; Engs, 1977a, 79%). Of course, accurate comparisons of results between studies are difficult because of sampling and other methodological differences.

The average daily intake of pure ethanol (alcohol) was 0.601 ounces, between one and two drinks per day (1 drink = 1 glass of wine, one beer, or one shot of liquor). The Quantity-Frequency (Q/F) Index was used to calculate the above result. "While this index has the advantage of providing a summary value for alcohol intake, it has the disadvantage of masking periodic or binge drinking patterns by averaging consumption over a thirty day period" (Moberg, Robertson, Fischer, & Downs, 1982, p. 14). The average daily amounts may have been the result of heavier weekend drinking by students. Because those who did not drink in the thirty day period were also included in the Q/F Index results, the average daily intake for drinkers was higher than 0.601 ounces. The Q/F scores ranged from 0 to a high of 7.4, with a standard deviation of 0.743. The highest score computed was over 9 standard deviations above the mean.

Alcohol Consumption and Psychosocial Variables

Scores on the Q/F Index were broken down by sex, age, year in school, grade point average, residence while attending school, and college major.

Men and women differed significantly in scores obtained on the Q/F Index, $F(1,742) = 26.032$, $p<.0001$. The mean score for the women was 0.476 ounces, while the mean score for the men was 0.750 ounces. These results may be compared to other research on sex differences in drinking behavior. Engs (1977a) found five times as many men as women were heavy drinkers. Orford and Associates (1974) reported unimpressive and not always signficant differences in drinking between men and women.

Age was divided into seven categories so that differences among means on the Q/F Index could be tested. An analysis of variance was used to test mean differences among the age groups. No significant differences were found, $F(6,721) = 1.865$, $p>.05$. In contrast, age differences were reported by Wechsler and McFadden (1979), which depended upon sex.

Mean Q/F Index scores did not significantly differ for year in school, $F(3,740) .838$, $p>.05$, or major program of academic study, $F(4,738) = .833$, $p>.05$. In comparison, other studies have found an increase in alcohol use with progression through the grades (Wechsler & McFadden, 1979; Engs, 1977a; Hanson, 1974). Significant differences for year in school were not found in still other college studies (Pollock, 1969; Penn, 1974). Major program of study has not been as extensively researched as other psychosocial variables. However, graduate students in social work were found to abstain from alcohol more often than graduate students in business (Waring, Petraglia, Cohen, & Busby, 1984). Nearly fifty percent of the students in the present study have majors in the College of Business.

Significant differences were found in mean scores on the Q/F Index among the categories of grade point average and residence while attending school. GPA was broken down into four categories based on an *A* through *D* scheme (Table 1). *A* corresponds to a 4.00 GPA, whereas *D* corresponds to a GPA from 0.50 to 1.99. The means among GPA categories differed, $F(3,725) = 5.398$, $p<.001$. Those students in the lowest GPA category had the highest Q/F mean scores (0.9262), and those students in the highest GPA category had the lowest Q/F mean scores (0.3166). It should be noted that both of these categories included 15 and 10 students respectively. A linear relationship was found to exist between Q/F score and GPA. Students consuming more alcohol had lower GPAs.

Table 1

Quantity-Frequency Scores by Grade Point Average

		Q/F Index	
GPA	N	M	SD
0.50 - 1.99 ("D")	15	0.9262	0.8710
2.00 - 2.99 ("C")	386	0.6850	0.8394
3.00 - 3.99 ("B")	318	0.4939	0.5850
4.00 ("A")	10	0.3166	0.4815
Total = 729[a]		0.6016	0.7424

[a] = 15 missing cases.

The relationship between alcohol use and grades has been examined without considering intervening variables. Studies that found GPA to be related to alcohol use have not been able to establish causality (Wechsler & McFad-

den, 1979; Engs, 1977a). Finnell and Jones (1975) did not find those with lower GPAs to drink more. Others have found drinkers to have lower GPAs than non-drinkers (Milman & Su, 1973; Jessor, Carman, & Grossman, 1968).

Differences among place of residence groups were found, $F(3,740) = 3.297$, $p<.05$ (Table 2). The sorority/fraternity category was made up of only seven students. However, they had the highest mean score (0.8771). Penn (1974) found a higher number of heavy drinkers in fraternities and off-campus housing than in dormitories. Those who lived off-campus in the present study had the second highest mean score (0.6902). Dormitory residents were second lowest in alcohol consumption (0.5534) to those who resided with their parents (0.4257). This may be a warning sign of the high rates of alcohol use in Greek housing. Kodman and Sturmak (1984) reported that only 5% of the 93% of the fraternity members who drank get intoxicated. The sorority or fraternity may be a place where heavy drinking occurs and where at risk groups reside.

Table 2

Quantity-Frequency Scores by Place of Residence

		Q/F Index	
Residence	N	M	SD
Dormitory	388	0.5534	0.6443
Sorority/Fraternity	7	0.8771	0.7286
Own Apartment/House	295	0.6902	0.8788
With Parents	54	0.4257	0.5249
Total =	744	0.6014	0.7437

Conclusions

The fact that the sample in this study was drawn from only one campus, UW-Whitewater, was a limitation. The students from the above university possess unique characteristics that could affect interpretation of the present study's results beyond the student body at Whitewater. There is a limitation in generalizing to other campuses, or to college students in general. However, the results of the present study could be used by student services personnel and university administrators to confront drinking practices on their campus. Implications for alcohol education and alcohol treatment can be gleaned from the results found at Whitewater.

School officials can assist students in their dealings with the use of alcohol. It is beneficial for students to learn early in their academic careers the expectations placed on them in and out of the classroom. Perhaps during orientaton students could be informed of what is available to them in terms of activities and academic and personal assistance.

The use of psychosocial variables in the study of drinking practices is helpful in identifying risk factors (Beck, 1983; Mills & McCarty, 1983). Treatment planning and alcohol education may be implemented more effectively if students in need of services can be described. A major step discussed by Mills and McCarty (1983) in developing an alcohol education program was to identify a target community. This target community would be made up of populations and subpopulations of a particular university.

In the present study, significant differences in mean Q/F Index scores according to sex, place of residence, and GPA were found. Targeted groups, therefore, may include those living in fraternities or sororities or off-campus. Additionally, students on academic probation may be a group that deserve attention in light of the findings; especially if a student is male and on such status. It should not be concluded that simply because students live in Greek housing or have low GPAs that alcohol may also be a problem. This possibility should be considered, however.

Alcohol may help ease the reality faced by students that academic success does not come easily and may not be attainable at the same levels as in high school. Coping skills may need to be taught to incoming students. Courses dealing with study skills or surviving on campus could be taken along with alcohol and other drug education. Effectively using leisure time is important to social and academic success as well as helping downplay the apparent importance of alcohol on college campuses.

Drinking practices at the University of South Carolina may in fact be very similar to those found in the present study. The results presented herein may provide beneficial information regarding subpopulations that could be at risk for developing drinking problems on the Columbia campus. University students from different parts of the country may be more similar to one another than the research limitations stated above allow the investigator to conclude.

The data collection procedure employed in this study (sampling course sections) may be undertaken as a means of examining the drinking behaviors of USC students. The procedure allows for obtaining a cross-section of students without relying on mailing of questionnaires. The latter assumes a 40% return rate, whereas the present study's return rate was nearly 100%.

It is important not to lose sight of the significance of gathering data on the alcohol use of university students. University officials must attempt to identify those at risk

for developing alcohol problems in order that the acute phase of heavy drinking in this age group does not progress into the chronic condition of alcoholism in adult life.

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Governing Institutions of Higher Education

Editors

The Editorial Board chose the topic of ***Governing Institutions of Higher Education*** *for this year's Dialogue. The Board invited three gentlemen who have distinguished themselves in the field of higher education to provide their views on the subject. Dr. Harry Lightsey, President, College of Charleston; Mr. Fred Sheheen, former Chair, South Carolina Commission on Higher Education; and Othneil Wienges, Chairman of the Board of Trustees, University of South Carolina. It was felt that these men would provide insight and varied perspectives in examining* ***Governing Institutions of Higher Education.***

Dr. Harry M. Lightsey, Jr. is President of the College of Charleston and formerly served as the Dean of the University of South Carolina Law School. Dr. Lightsey's illustrious career as both an attorney and educator began thirty years ago following his graduation from the University of Georgia with a doctorate of Veterinary medicine degree. He later pursued a law degree at the University of South Carolina where he was graduated Summa Cum Laude. This man of many talents has become a legal specialist in regulated industries, utilities, and code pleading. His outstanding teaching was recognized as he was named outstanding professor. A most striking facet of this brilliant and astute gentleman is his sincere interest in the less fortunate. He strongly believes the State of South Carolina must provide avenues of support and a high caliber education for all students who wish to pursue a high quality education.

Mr. Fred R. Sheheen has played an active role in the governance of education in the State of South Carolina. He served on the South Carolina Higher Education Commission for a total of 10 years, including a tenure as Chairman of the Commission. He has also been a trustee of both the Springdale School and the Boylan-Haven-Mather Academy. Mr. Sheheen is currently the President of The Camden Company, a diversified publishing and printing company located in Camden, SC. Mr. Sheheen's public service has not been confined to the area of education as he has been on the board of several civic and charitable organizations including the Red Cross, Cancer Society, and Mental Health Association. His own academic record models his strong commitment to quality education as he was a Phi Beta Kappa graduate of Duke University.

Mr. Othniel H. Wienges, Jr. is surely one of the University of South Carolina's most loyal alumni. Currently serving as the Chairman of the Board of Trustees for the University, Mr. Wienges' commitment to the University can be witnessed through his involvement as a founder of the USC Educational Foundation, and a member of both the Gamecock Club and the Alumni Association. His previous experience as a member of the State House of Representatives, the Ways and Means Committee, and the Commission on Highher Education provides him with a special perspective on the intricacies of managing a state university. Mr. Wienges has distinguished himself as a successful Calhoun County farmer having served as the President of the Calhoun County Farm Bureau, South Carolina Horse Council, South Carolina Thoroughbred Association, and several other professional organizations. The higher education community is certainly fortunate to have lay leaders such as Mr. Wienges.

CAROLINA VIEW: Higher Education is sometimes referred to as *an organized anarchy*. Critics will assert that institutions of higher education are without clearly articulated goals. What do you see as the *business* of higher education?

LIGHTSEY: There are clearly articulated goals although I think there can be several for higher education. Some of the confusion grows out of the fact that people tend to want to identify a single goal for higher education and educaitonal institutions whereas I think institutions have to serve a number of different goals.

Many want to serve a mission that provides quality educaion for the most qualified students and I think that should be done. I don't believe we should turn our back on those. However, we have to recognize there are a lot of people in this state who want a higher education experience, but may need assistance in achieving that goal. You have adults that for economic reasons were not able to attend college or for economic reasons have to work while they attend college and I don't think you can ignore them. The mission of higher education should include three different groups: the traditional, the mature, and the economically disadvantaged student. I don't believe you have to sacrifice quality to serve all three, but you have to construct programs that are different. For a quality higher education, these programs must meet the specific needs of each group.

WIENGES: Whether or not the goals of an institution of higher education are articulated depends on the mode of operation of the institution's president. I suspect not all institutions do have clearly articulated goals. In general, I see the **business** of higher education as being to educate as many as much as possible. Higher education should broaden students and make them well rounded. They should learn how to cope with life. Some will learn how to make their life more enjoyable while others will learn to make their life endurable. Higher education should offer a variety of programs to satisfy many purposes using different methods.

SHEHEEN: It is true that the colleges and universities in South Carolina have not always had clearly articulated missions and goals. But the process of refining goals and missions — and institutional compliance — is well underway, an evolving process that, in my view, is enhancing the entire higher education system in the state. With the recent completion of a comprehensive study of higher education in South Carolina, I would expect the process to accelerate.

CAROLINA VIEW: What do you view as the primary function of the president of a college or university?

LIGHTSEY: The president's role is to develop, supervise, and implement policies in the daily administration and longer term administration of the college. Also the president sets the personality of the college. At this college, because of its size and the nature of its study, our relationship with our students and our faculty should be very personal and very close. As president, part of my role is to make sure that everyone who is working here understands that we should be personally involved with the students. In a similar manner, many institutions want to be involved in a major way in the community where they are located and the president can, through his leadership, see that the people at the college understand and are responsive.

WIENGES: We are fortunate to have institutions with unique qualities that should be maintained. The Commission on Higher Education is in a perfect position to take advantage of good planning to recognize those unique qualities of an institution and to ensure that they are maintained. The individual institution's board of trustees must maintain the integrity of the institution, set policy for the institution that will support its mission, and ensure that the policy is implemented across the board.

SHEHEEN: The Commission on Higher Education has a variety of responsibilities under the law, some quite technical and some not spelled out in great detail. Basically, the functions of the Commission can be divided into several categories:

—Quasi-regulatory, involving approval of new programs, termination of old programs, and review of existing programs for improvements.

—Fiscal, involving budget recommendations and recommendations on capital facilities at the institutions.

—Advocacy, involving responsibilities in the General Assembly for budgets and legislation favorable to higher education, and representing the higher education position in overall state affairs.

—Leadership, involving the definition and advocacy of new initiatives which will improve higher educational opportunities for the people of the State.

CAROLINA VIEW: It has been said that leaders come in a variety of personalities and types. What personal attribute or characteristic has led to success in your career?

LIGHTSEY: I don't know that I would say I have been that successful, that I have set that many goals. I've sort of gone where life took me. I think that in each of the jobs and institutions where I have worked I've tried to stress the personal side because I do think it's important. I don't like to be too bureaucratic. I don't like to be too organized. I would prefer to deal with people as individuals. I probably spend too much of my time with individual students but I enjoy it. I believe very much in the team approach to administration. I believe in giving a great deal of responsibility to the people I work with and then

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working with them to let them achieve success in their areas. Work should be and can be a very exciting and rewarding sort of experience. I have tried to create it here and at other institutions.

WIENGES: I have been successful because I'm motivated and determined and not because I have a great deal of natural ability. Being well informed and prepared is the key to being effective in a position. You don't need to have a lot of training in public speaking if you know what you're talking about and what you need to say. I make a point to be prepared. I also happen to enjoy what I do.

SHEHEEN: It appears to me that success as a member or chairman of any state agency requires the person to be well-informed on all issues and programs under the jurisdiction of the agency; to have well-defined and clear opinions in all matters which come before the board; to have a healthy respect for a variety of viewpoints, including opposing views; to be leavened with a sense of humor and friendship.

CAROLINA VIEW: What should institutions of higher education in South Carolina be doing in 1986 to prepare currently enrolled students for the 21st century?

LIGHTSEY: The first, and by far the most important to me, is that I think we have to prepare students to think clearly, and be able to articulate and communicate what they think. Second, I believe that we have to be careful because I feel that more demands are being made on higher education for technical training — job skills, professional skills. We should not fall into the trap of misunderstanding what college education is really about. It is preparing persons to think and to deal with life through the rest of their careers. We must realize that we are training students who often go through several levels of jobs in their careers. We should prepare them for life, for their whole careers, and not just for their first jobs. That is the hallmark of a fine higher education experience.

WIENGES: I am a great believer in planning. The University of South Carolina is planning for the year 2001 now. I believe plans should be amended on a regular basis and that a *state of the art plan* should result. Changes in a long range plan indicate the present course of the institution. We can't make decisions now for the 21st century but we must realize the plans we make today will direct our future.

SHEHEEN: The institutions must, I believe, continue to raise the standards of their academic endeavors, demanding more and more from their students, and emphasizing the basic skills in communications, reading, and math as the basis for a well-rounded education. I also believe that students should be broadly grounded in the liberal arts, regardless of what vocational field they might elect to enter.

CAROLINA VIEW: What kind of students should be admitted to an institution of higher education in South Carolina?

LIGHTSEY: I believe in making higher education as widely available as possible. It is critically important in this State that any student who has the capacity, the ability, and the interest to receive a higher educaiton have an opportunity for that education. I don't think you can say that it's just one type of student that we should be admitting. I think that we have to look at the needs of this state really to elevate the educational level of all our population.

WIENGES: Motivated students with ability to absorb the knowledge offered should be admitted to institutions of higher education. We should give as many as possible a chance to succeed. There are a certain percentage of people who perform beyond expectations and these people must be given that precious chance to excel. Age is not important nor is any other social circumstance.

SHEHEEN: Access to the *system* of higher education should remain open. But that does not mean that all students should be admitted to every institution. Those who have proven academic records should qualify for admission to the senior universities. Those who have not reached the top levels should aim for admission to the four-year colleges, and those who have yet to prove themselves academically should be given an opportunity at the two-year level to enter the system. Transfers among institutions consistent with academic performance should always be maintained. Such a plan does not mean that student bodies will be uniform in their academic characteristics, for some of the top students will elect four-year colleges and two-year colleges. That is as it should be. But minimum academic performance should be required at the various levels of our higher education system, with relatively open access at the two-year level.

CAROLINA VIEW: Recently a group of consultants declared that education in South Carolina was 10-15 years behind other states. Do you agree with the consultants?

LIGHTSEY: No, although I think, in fairness, we probably do have a lot to accomplish in this State. I don't know enough about the state of education in some of the other states to draw that kind of comparison. I would rather not focus on other states but what I think really are the needs in South Carolina. We have a great need to improve our whole education status, both higher education and elementary and secondary education in South Carolina.

WIENGES: I'm not qualified to say if South Carolina is behind all other states as I don't know much about the other states. I expect we are some behind many of the other states. Our intent and the emphasis on education that is given by the state government will determine if we ever catch up. The quality of education in this state will be related to the public's value of teachers.

SHEHEEN: I am not in a position to say positively that we are 10 to 15 years behind all other states; I do not believe that. But I think we are 10 to 15 years behind the best states, and I do not intend to be satisfied with that position. We need stronger academic programs; more money for research; special endowments for faculty salaries to get some of the outstanding scholars in the country; and most of all, a greater respect among the people of South Carolina for academic endeavors and intellectual pursuits.

CAROLINA VIEW: How will the Education Improvement Act impact South Carolina's institutions of higher education in the future?

LIGHTSEY: I think it should impact in a positive way. I will identify some things we have to be concerned about. First, we obviously should get better prepared students as a result of the Education Improvement Act and be able to start students at a more sophisticated and more advanced level. Secondly, there is improved teacher education and as a result we have stronger, better teachers in the schools and that should help improve the quality of the graduates of the elementary and secondary schools. My concern is that we not cut a number of people off from access to higher education. We should not expect a rigid transition into a stricter admission policy which may exclude a large number of people. Provision should be made for people who need retraining.

WIENGES: The EIA certainly will enhance higher education in this state. Better prepared students will enter as freshmen. They will cope with school better initially and will be retained not only through undergraduate programs but will have higher expectations for themselves. More students will pursue higher degrees.

SHEHEEN: The greatest benefit I anticipate is that the high schools of the state will send better prepared students to the colleges and universities. Additionally, the Act has increased the interplay and interdependence of the public schools and the colleges and universities, to the enrichment of both, I believe.

CAROLINA VIEW: Are the resources so scarce, regulations so burdensome, and faculty turnover so great that improving higher education is an unobtainable goal?

LIGHTSEY: I don't believe it is an unattainable goal or I wouldn't be a college president. I think it is obtainable. We all have to work very hard to attain it. Resources are scarce and I think higher education is going to require more private support and, to the extent that it is possible, more state support. I don't feel the regulations are burdensome although there are some areas where, philosophically, I would prefer less. For example, I don't necessarily think duplication of programs is all bad and I

think sometimes you get stronger programs as a result of competition between institutions. But I feel that the regulations and cooperation we have gotten from the various agencies has been good. Faculty turnover is not as bad a problem as it might be, but its going to have to be constantly attended to because we are not as competitive in many areas in the South as other states. At least I have found that in the institutions I have been at, the USC Law School and here, we are able to retain good faculty. We don't lose huge numbers, but we are not diligent about trying to keep pace with the salary levels at equivalent schools.

WIENGES: Improving higher education is an unattainable goal because we can never do it all. That is like aspiring to be a perfect person. Resources are always scarce, you never have enough but that is not an arguable reason not to be the best. Regulations are no longer burdensome and faculty turnover is not so great. We can obtain reasonable goals if we do the most we can with all we have.

SHEHEEN: Absolutely not. We have the leadership in the system to make drastic and dramatic improvements, and I hope that the institutions and the Commission will formulate a major initiative for the improvement of higher education within the year.

In the Field

The USC Campus Alcohol Policy: A Lawyer's Perspective

Kenneth W. Gaines

Editors' Note: We will endeavor to have critical reviews of campus polcies and practices in future issues. It is our hope that such reviews will be thought provoking and informative as policies are written and revised on other campuses. The policy reviewed by Dean Gaines has been revised for the 1986-87 academic year.

Under increasing pressure from the federal government and private organizations, states are raising legal drinking age limits and passing laws with stricter penalties for drunk driving. Many are extending liability for third party injuries to businesses and social hosts supplying alcohol to minors and already intoxicated individuals. Groups such as Mothers Against Drunk Drivers (M.A.D.D.), Students Against Drunk Drivers (S.A.D.D.), and the Committee to Halt Useless College Killings (C.H.U.C.K.) have won nationwide support for tougher alcohol related policies on and off campus, and programs to deal with those problems.

For colleges and universities, this growing concern indicates the need to take a long, hard look at alcohol policies and the risk that these policies will lead to increased liability for alcohol-related injuries.

The leading case law concerning university liability follows the *Bradshaw v. Rawlings*, (1979), and *Baldwin v. Zoradi*, (1981), rationale. Basing its decision on the "recognition that the modern American college is not an insurer of the safety of its students," *Bradshaw* (1979, p. 138), and the status of students "as adults in almost every phase of community life," *Bradshaw* (1979, p. 139), the court found that the role of colleges acting as *in loco parentis*, which created a special relationship between students and colleges, had been effectively eliminated as students are no longer minors but are considered adults entitled to the expanded rights of adulthood. *Bradshaw* (1979, p. 140).

This status of students as adults has become a greater area of concern as the legal drinking age in many states is once again at 21, placing most college freshmen and sophomores under legal drinking age. The serving of alcohol to these underage students cause the server, be it university, fraternity, or private individual, to violate a state statute and opens the server to potential liability for any resulting injury.

Perhaps the greatest source of liability for universities is their own alcohol policy. "Although having strict rules on the books may delude a school into thinking that it thereby has a responsible *policy* governing student alcohol use, unenforced or unenforceable rules may come back to haunt a college if a court or jury regards the rules as establishing a standard of conduct that the school itself has failed to satisfy" (Gulland & Flournoy, p. 10). University officials may find themselves in the unenviable position of promising a protection they can not provide: a duty of care they will inevitably breach. "Strict but unenforceable rules may invite a judge or jury to find that the university failed to live up to its own standard of care" (Gulland & Flournoy, 1985, p. 24). They would also allow a judge or jury to find the university guilty of negligence and liable for resulting injuries.

University official must look carefully at their alcohol policies. They must determine the potential liability of these policies. Alcohol policies must be realistic, understood by all parties involved, and enforceable and enforced by the University.

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The reasonableness of alcohol policies is an especially important issue for universities as "judges and juries often have unrealistic expectations about a school's ability to supervise and control the conduct of high-spirited students who are regarded as adults for most legal purposes" (Gulland & Flournoy, 1985, p. 2).

The University must not bow to outside pressure and create a strict policy that, on its face, satisfies the demand for comprehensive policies regulating on-campus alcohol consumption. In reality, these extremely strict standards perpetuate the unrealistic expectation of a university's ability to control student behavior. Such standards may prove extremely expensive, if a litigant is successful in following the paper trail back to the deep pocketed university.

The University of South Carolina, Columbia, has enacted a relatively strict policy on alcohol use which could lead to tort liability. The policy stresses student self-management. But much University linkage, notice, and knowledge are created in implementing this common sense, *self policing* system. Any resulting trail of liability would seem to lead inevitably back to the University.

Generally speaking, the University Policy on the Use of Alcohol by students is intended to regulate all on-campus events at which 10 or more people are present and alcohol is served. There are several requirements which must be met before the University will grant approval for such an event, i.e. to assure the University that the event will be managed in a manner which conforms to state law and University rules.

The first requirement is that the event be held in a permitted area of campus. These areas include residence hall rooms or apartments, fraternity lounges, sorority rooms, designated Russell House Union facilities, residence hall social rooms, campus restaurants, Alumni House, Bell Camp, and McKissick Museum. The policy provides *for approval* of other locations on a per event basis. The locations which are permitted make sense and tend to let the students know where they stand with regard to event facilities. The provision for approval of other areas coupled with University issuance of alcohol licenses may create more problems than it solves by increasing the University's linkage to a particular event. Linkage which could lead to a finding of a duty of care.

Regardless of the location of the event, under Procedures for Implementation, Section I. Registration Process, the organizers must follow a registration process. This process is aimed at assuring the events' compliance with University rules and state laws. It also enables the University to assist the groups with event management. This assistance includes a one hour educational session which must be attended by a representative of the event sponsoring organization. The University takes on these responsibilities and may be held to a standard of care in so doing.

The University also attempts to control the other refreshments offered at the event, i.e. food and non-alcoholic beverages must be served along with any alcoholic beverages. It also regulates the promotion of the event in that alcohol consumption may not be the primary message in any advertisement. So, the policy states certain provisions rather specifically, while generally leaving enforcement of policy, University rules, and state laws to the sponsors of the event.

The policy does not indicate what procedures will be used for enforcement of the University's guidelines, nor is there a comprehensive list of possible sanctions. This lack of adequate enforcement procedures and sanctions could lead to increased risk of liability in the event of an alcohol related accident on campus.

Specifically, the University Policy on the Use of Alcohol by students begins by stating that it is intended to govern consumption of beer, wine, and distilled spirits at student sponsored events on the USC, Columbia Campus. As this policy attempts to cover only the Columbia Campus it immediately presents a possible difficulty. There is the possibility of regional campuses, with their own, different, policies being held to a standard of care created at the Columbia Campus.

Say, for example, an alcohol related accident occurred on the USC Spartanburg Campus. Assume that the Spartanburg Campus Alcohol Policy is less strict than the Columbia Campus Alcohol Policy. Since all nine USC campuses come under the Columbia Campus umbrella both administratively and budgetarily, a Court could possibly hold, based on a respondent superior theory, any one of the nine campuses to a stricter standard of care created at the Columbia Campus.

The stated purpose of the policy is to designate areas on campus where those of lawful age may consume alcohol and to designate conditions under which group events may serve beer and wine. The policy states that while the University recognizes that students of all ages will socialize together at events where alcohol is served, it is the further purpose and spirit of the policy to insure that only those of lawful age may drink. This provision is reasonable and would accommodate state law, but is nearly impossible to enforce. It appears that either students would have to police themselves and report alcohol violations of their friends, or the University would have to police every event. Neither possibility is likely to work well. In my opinion, if this or any other provision of the alcohol policy is by its nature unenforceable, it should be eliminated from the policy. Unenforceable provisions serve no other purpose than to assist a potential plaintiff in establishing University liability based on a self created

duty of care going far beyond what could be deemed reasonable.

Under Statement of Policy, Section I.A., the policy states that distilled spirits are permitted in students' apartments only if all drinkers are over 21. This provision poses several problems of enforceability. It is unlikely that University security will be available to patrol apartments policing for alcohol and checking ID's. Furthermore, the term *apartment* in Section I.A. needs definition as to whether reference is made to either on or off campus apartments or both. On-campus apartments are implied through reading Section II.A. in combination with Section I.A., but the term as used in Section I.A. is somewhat unclear. If off-campus apartments are held to this regulation, the enforcement problems increase exponentially along with the accompanying issues.

The policy states that beer and wine may be consumed only in permitted areas of campus. Most of the listed areas are understandable but some are unclear and problematic. For example, what are designate areas of Russell House Union and who designates them as permitted? Who is responsible for these rooms? Also, which areas of McKissick Museum are permitted and why?

The most troublesome aspect of the permitted areas section is the fact that other areas may be approved on a per event basis. This required approval seems to indicate that the University is approving not only the location of the event but also the amounts and types of alcohol served in addition to the method for assuring no underaged consumption. Since a copy of the application for approval of alcohol use is sent to campus security, University notice and knowledge are created. Such notice may create a duty to police the event. This application notice to campus security certainly makes it appear the University is assuming a duty to act as back up support with the student event sponsors to enforce alcohol policy. Such a duty owed would be the main ingredient in establishing University liability.

The policy is implemented through a registration process which is necessary for gatherings of 10 or more. The 10 or more criterion creates another enforcement problem. It could necessitate periodic room checks to ensure that groups are broken up before 10 people gather. For example, if a late night study session should turn into a beer party with 10 or 11 present, and someone should end up hurt, the University could be held liable for not patrolling to enforce their alcohol policy.

Section I.A. Group Events requires that a representative from the groups seeking to sponsor an event attend an education session. It does not indicate which representative should attend, i.e., any number, nor does it state whether the representative must attend the event or pass on the information. In addition to the group representative's possible individual negligence, the deep-pocketed University may be culpable since its policy is not clear on this point.

University Policy on Use of Alcohol

This policy governs the student consumption of beer, wine, and distilled spirits on the University of South Carolina-Columbia campus and in or at any University owned or controlled facility. This policy is based on a concern for the welfare of all student members of the University community and is in keeping with the laws of the State of South Carolina. As members of the University community, students are expected to comply with and abide by the policies as stated below, and all activities conducted shall be in accordance with the spirit of the policy.

The purpose of this policy is to designate areas on campus where an individual of legal age may consume beer, wine, or distilled spirits (e.g., whiskey, rum, gin, tequila, grain alcohol, etc.) and to designate under what conditions group events may involve the use of beer, wine or distilled spirits. The spirit of this policy is clearly that while students of lawful drinking age and those under the lawful drinking age may socialize together where beer, wine, and/or distilled spirits are present, only those individuals (students, non-students, and guests) who are of lawful drinking age may consume, serve, transfer, or possess beer, wine, or distilled spirits.

Statement of Policy

This policy is subject to change to comply with new local, state, or federal laws pertaining to the possession and consumption of beer, wine or distilled spirits.

I. Alcoholic Beverages

A. Distilled spirits

Effective January 1, 1985, possession and consumption of distilled spirits is permitted only in a student's apartment provided that each participant is twenty-one (21) years of age or more.

B. Beer and Wine

Effective January 1, 1985, possession and consumption of beer and wine on the University campus as provided herein is limited to those persons 20 years of age or more.

II. Permitted Areas

On-campus consumption of beer and wine is permitted in the following areas:

A. Residence room or apartment
B. Fraternity lounges
C. Sorority rooms
D. Designated Russell House facilities
E. Residence hall social rooms
F. Top of Carolina
G. Golden Spur
H. Alumni House
I. Bell Camp
J. McKissick Museum
K. Capstone Campus Room
L. Other facilities may be approved on a per event basis. Application for approval of these events are made through the Student Activities Center, and must be made at least two weeks in advance in order to secure the appropriate approval.

III. Prohibited Areas

On-campus consumption of beer, wine and/or distilled spirits by individuals is prohibited in all public areas of University-owned facilities and grounds, including but not limited to residence hall lobbies, studios, community baths, kitchens, and halls.

Procedures for the Implementation of the University Policy on the Use of Alcohol by Students

I. Registration Process

A registration process is required for any function where ten or more individuals are present (SPONTANEOUS GATHERINGS OF 10 OR MORE PEOPLE FOR AN UNREGISTERED EVENT IS A VIOLATION THIS POLICY) involving the consumption of beer or wine for student group events or student individual events as outlined below. Social events on campus are registered to insure that activity sponsors receive inffrmation regarding the lawful and responsible planning and hosting of social events in any one specific area.

A. Group Events

Prior to registering any student social activity on campus (beginning February 15, 1985) where beer or wine is present, a member of the hosting organization must attend a one hour educational session sponsored by the Campus Alcohol Project.

1. Residence Hall Events

Registration for residence hall events is secured through the Department of Resident Student Development.

2. Other Student Organization Events

All other student organization events must be registered through the Dean of Student Life Office.

B. Off-Campus Event Registration

The University of South Carolina has a responsibility to insure that a healthy and safe environment exists in which students can pursue their academic and personal development. However, the University cannot monitor the environment external to the University campus. While off-campus events are not registered, student organizations or individuals may be held responsible for their actions off-campus as provided for in the Student Disciplinary Code. Thus, individual students and student organizations should consider this policy as a guideline for their responsible and lawful behavior at all times.

II. General Guidelines For Individual Group Activities Where Beer, Wine, Or Distilled Spirits Are Served, Consumed, or Present.

A. All students attending an activity where beer or wine is served, consumed, or present must maintain on their person appropriate proof of age. Students who alter their I.D. cards to falsify their age are in violation of the Student Disciplinary Code and are subject to its disciplinary proceedings and sanctions. Students or other individuals who alter government agency documents (drivers license, birth certificate, etc.) may be in violation of S.C. state law and are also subject to its proceedings and sanctions.

B. At events where attendees are both of legal drinking age and under the legal drinking age, the hosting individual and/or organization, as well as all individuals in attendance (students, non-students, and other guests) are responsible for insuring that any consumption of beer and wine occurs in a lawful and responsible manner. Individuals, organizations, and/or guests may be individually or collectively held responsible for violations of the University Policy on the Use of Alcohol.

The event sponsor must insure compliance with this policy and with the South Carolina state law. In order to insure full compliance of the regulations at group events, hosts are encouraged to have participants wear, in a clearly visible place, a student age-stamped I.D. card, a wrist-tie bracelet, or some other appropriate non-transferrable proof of age.

Attempts to violate the spirit for these guidelines may result in University action against an individual and/or a sponsoring organization.

Non-alcoholic beverages and food must be provided at the event as outlined in the registration materials for residence hall events and other organization events.

C. Organizations must designate a student officer for supervision at each organization-sponsored event. The sponsoring organization and its officers assume all responsibility for enforcing all local, state, and federal laws, and University of South Carolina regulations governing the use of beer and/or wine and may be held responsible for any violations in accordance with the law. In order to comply with specific University facilities guidelines, certain sponsored student activity events may require the presence of law enforcement officers as security guards.

D. The sale of beer, wine, or distilled spirits is prohibited by licensed student organizations. The University will not approve permits from the Alcoholic Beverage Commission for student organizations.

E. The primary message advertising a student organization event may not promote the consumption of beer or wine.

F. If a non-University source is utilized for the support of advertising an event, the content of the advertisement or promotion must clearly promote the organization's name and function as its central message. This includes all flyers, posters, newspaper ads, banners, etc.

G. Any containers of beer, wine, or distilled spirits which are being transported must be sealed and covered while on University premises.

H. Individuals will be held responsible for their behavior while under the influence of beer, wine or distilled spirits. Failure to comply with the South Carolina state law and University policies may subject the person or group to both University and State penalties.

I. Hours for all events, individual or group, may not conflict with quiet hours or facility closing hours.

III. Sanctions

Student organizations or individual students who violate University of South Carolina policies are subject to civil, criminal, and University proceedings and sanctions. The University campus is not a sanctuary that relieves students of their responsibilities as citizens to abide by loca, state and federal laws, and University regulations, policies, and procedures. Violations of the Campus Alcohol Policy will be referred to the appropriate University agencies. Students and student organizations may be subject to sanctions by more than one appropriate agency. Sanctions for the violation of University policies are based upon the severity and frequency of the violation. Sanctions may include, but are not limited to: suspension of student organization status; referral to the Alcohol Education Program for educational sessions; suspension of individual student(s).

The section on campus registration.Section I.B., may be the most troublesome part of the policy. It

attempts to disclaim all responsibility for off-campus events, while holding students to the Student Disciplinary Code (SDC) which defines the standard of conduct for all University students to follow. Without University policing, the SDC cannot be enforced. However, University policing would mean University responsibility and resulting liability. If the University can't police off-campus events, due to jurisdictional requirements of state law, it leaves enforcement of policy to students, many of whom may not know the ages of other party goers, or even know about the policy. A court may be reluctant to impose constructive notice as opposed to actual notice of the alcohol policy on students where the University has no reasonable basis upon which to urge a Court to impose such a burdensome concept.

The alcohol policy goes on to set forth general guidelines for activities at which alcohol is served. The first of these is that all students attending these activities must have proof of age. There is no mention of ID's being checked except to say that it will be the responsibility of the hosting organization to insure that consumption of beer and wine occurs in a lawful and responsible manner. A *suggestion* for implementing this provision is also offered — some visible non-transferable proof of age, i.e. wrist tie bracelet or hand stamp. Section II.A. closes by stating that violations may result in University action thereby establishing another link between the University and the event.

Section II.B. states the *requirement* that non-alcoholic beverages and food be offered along with beer and wine. This is a good common sense approach, but its status as a requirement may make the University more involved than it wants to be, and, while this is a requirement for approval, there is no mention of what would happen if a group did not serve food. Section II.C states that appropriate supervision must be provided at these events. Again, no mention is made as to what is appropriate, who rules on this issue, and what happens if supervision is inadequate. The remainder of the guidelines are sound and make good sense.

The policy also mentions possible sanctions to which violators of the policy are subject. These include state, civil, and criminal as well as University proceedings and sanctions. These are good but they must be enforced consistently. Failure to do so could create a breach of duty to sanction, thus, creating liability for the University.

The Alcohol Registration Guidelines and Form are the final portion of the alcohol policy. The guidelines begin by stating that the registration form is not intended to approve or disapprove an event, but location must be okayed by University administration which suggests University approval of the event. The registration which suggests University approval of the event. The registration process alone would seem to create tacit approval of the event. Once again, linkage is established which the University should avoid.

In summary, the policy is good in many ways. It stresses the importance of individual and group responsibility for events where alcohol is served. There is also a good common sense approach to downplaying alcohol as a party focus by requiring that alternative refreshments be offered, and by establishing advertisement guidelines.

The major weakness of the policy is enforceability. The University intimates a greater control over student activities than is realistic. Lack of adequate enforcement could be viewed by a court as the University's breach of duty to policy and enforce their policy — the result being potential liability. In addition, several provisions of the policy suffer from ambiguity creating a risk that a court may construe the policy against the University under rules of statutory construction.

In *Bradshaw* (1979), supra, the court refused to impose unrealistic supervisory duties on universities. However, it would appear that the Alcohol Policy at USC seeks to place unrealistic supervisory duties on itself. Although the court in *Bradshaw* was unwilling to impose *in loco parentis* on the college, it was silent on what the consequences would be if a university placed itself in that role, that is to say, assumed, by its conduct and deeds, the role of the parent. In my opinion, the present alcohol policy does just that. By reciting so many unenforceable provisions, the policy creates the impression that the university is desirous of control not unlike that necessary for the typical parent-child relationship. The courts seem not to distinguish between off-campus alcohol related events dealt with in *Bradshaw*, and on-campus ones, as the court's rationale in *Bradshaw* was extended to the on-campus scenario in *Baldwin v. Zoradi* (1981). It is interesting to note, however, that the accidents in both cases occurred off-campus. Also, in both cases, the Court recognized that colleges lack the practical ability and the legal authority to control students' private conduct (pp. 138-140). USC's alcohol policy creates a contrary position by attempting to establish at least a quasi legal authority for controlling students' conduct through both the registration process and the USC Student Disciplinary Code.

The Court in *Bradshaw* stressed that college students' opportunity to assume and exercise responsibility for their own behavior was a very important part of their education (pp. 138-140). If this is so, then why does the USC policy seem to attempt to retrieve responsibility for students' behavior by creating unrealistic and unenforceable requirements, such as requiring student representatives to check ID's to detect violators of the legal drinking age requirement?

Finally, the Court in *Bradshaw* was unabashed when it stated that a university had no duty to enforce laws

against underage drinking (pp. 142-143). Impliedly, this would seem to conflict with South Carolina Law on social hosts. In a South Carolina case called *Garren v. Cumming & McCrady, Inc.*, (1986), the S.C. Court of Appeals held that a social host who serves alcohol to an intoxicated *adult* guest when the host knows or ought to know the guest intends to drive a motor vehicle and the guest subsequently injures a third party, is not liable for such injuries to third parties. The Appeals Court emphasized *adult*, implying that there may be liability under the same facts if the guest was a minor. The entanglement created by the alcohol policy itself coupled with the holding in *Garren* could have a negative legal impact on the University if a minor child received injuries resulting from a student sponsored event serving alcohol on or off campus. In this connection, also see *Wiener v. Alpha Tau Omega Fraternity* (1971) where defendant, a minor, became intoxicated and involved in an automobile accident. The State Supreme Court held "the fraternity acting as host of the party and in serving liquor to the minor with knowledge that he would be driving home after the party, had a duty to refuse to serve alcohol to him (p. 1276).

It is interesting to note that *Baldwin* involved drinking in dormitories on campus with injury occurring to other students in an off-campus drag race. Plaintiffs in that case argued that the university created a duty to supervise student alcohol abuse by reason of the terms of a dormitory license agreement prohibiting students from possessing or using alcohol on campus. Contained in the licensing agreement was a "reasonable right of inspection by appropriate university personnel" (p. 285). This university connection was deemed not enough to establish a duty to supervise student conduct. Compare Section I.B. of the Registration Process of the alcohol policy which links the University to off-campus events through enforcement of the Student Disciplinary Code. This, in my opinion, creates stronger evidence of intent, vis-a-vis *Baldwin*, to control student behavior not only in off-campus settings, but also in on-campus settings by use of inverse analysis.

Simply put, I think, in light of the current case law, the University has gone farther than necessary in its effort to control student behavior as it relates to the use of alcohol on and off campus. The University has confused the need to educate about alcohol abuse with a duty to provide unrealistic supervision and control over student drinking on and off campus. One possible solution to this dilemma would be to eliminate drinking on campus all together. Although this would be a very harsh and unpopular approach, it would be the safest as far as the University is concerned. I say this because, generally speaking, universities are held to a high degree of care in insuring the safety of curricular activities as evidenced in *Morehouse College v. Russell*, (1964), and *Miller v. MacAlester College*, (1962). Keep in mind that the accidents in *Bradshaw* and *Baldwin* occurred off-campus. Query what would be the result if the accident would have happened on campus in light of *Morehouse*, above.

An alternative approach would be to take a more balanced educational approach to make students aware of the dangers of alcohol. This position would be designed to distance the university from the appearance of controlling student behavior. The emphasis would be to make students aware that they are responsible for their own conduct both on and off campus. More maturity, I feel, will be automatically brought to the student alcohol issue by the legislature's raising of the legal drinking age in South Carolina. Although this helps by extending the drinking privilege to a more responsible group, it does not eliminate the risk associated with friends of university students of legal drinking age who may be minors, attending an alcohol related event at the invitation of the older university student.

Regardless of what approach the University uses, it should stop short of unenforceable rules which may come back to haunt it. If a court or jury regards the rules as establishing a standard of conduct that the university itself has failed to satisfy, university liability may result. Therefore, it is important and desirable that the University's standards be understood by those expected to comply with them, that they be realistic and enforceable, and that they in fact be enforced.

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Student Affairs and Academic Affairs: Bridging the Gap

John N. Gardner

Editors' Note: This is an edited text of a speech delivered by John N. Gardner at the National Conference on the Freshman Year Experience at the University of South Carolina in February, 1986.

What I'm going to do this morning is talk first about something I think is a lamentable condition in American higher education and that's the gap between Academic Affairs and Student Affairs. Second, I'm going to suggest that a partnership is critically needed, and I'd like to make a few suggestions on how one can develop this partnership. Of course, I'll make the point that I think the freshman year is an ideal opportunity to develop such a partnership.

Recognizing the Gap

Let me talk about the lamentable gap that somehow needs to be bridged. There is a gap, a chasm in some institutions, for many reasons. I think where this begins for many of us has to do with the perceptions that we as faculty and academic administrators developed about the student personnel profession when we began college. I'd like to elaborate a little bit on that from a very personal perspective. I began college 25 years ago and when I began, my first impressions of the student personnel profession were formed. It took me years and years to undo those perceptions. It wasn't until I came to the University of South Carolina in the early 1970s, that, frankly, some of my very negative perceptions were drastically modified. But for me, the damage had been done. Let me tell you what happened when I was a freshman.

At my institution, we had what I suspect now at most institutions has become a vestigial organ — or in this case there were two vestigial organs. One was a Dean of Men and the other was a Dean of Women. The assumption was that, of course, men and women were very different and they were in college for very, very different reasons. We men were there to learn how to earn a living, develop professions and, of course, run the country. Women were there to earn the MRS degree and, therefore, their introduction to college needed a totally different perspective. My introduction to college, from the point of view of a student personnel professional, came at the hands of the Dean of Men. He asked a male biology major to come up and draw an amoeba on the blackboard. The Dean of Men told us that we looked like the amoeba with its rough, jagged edges, imperfections, and flaws. Then the Dean drew a perfect circle without a compass. He told us that we would look like that four years later after receiving a good liberal arts education. It's only been since I went over forty and my wife told me that I was over the hill that I've come to this conclusion: I will never be well-rounded. I have no aspiration to be well-rounded in spite of a really superb liberal arts education. I will do only a few things well, and I aspire to do only a few things well. That was the first exposure I had to a student personnel professional.

I could go on with other examples, and I'll sprinkle my remarks with a few others. What I'm trying to suggest is that I think for thousands and thousands of college and university faculty, our first perceptions of this critical, novel profession were formed through experiences like mine. It takes a great deal to undo those indelible impressions. That's the first thing I think that may account for the gap.

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The second thing that accounts for this gap is that the student personnel profession is still a relatively new profession. We are still, to my knowledge, the only country producing a significant number of higher education graduate degrees in Student Personnel Administration. If our neighbors to the north in Canada want a degree in Student Personnel Administration, most of them come down to the States to get it. There is only one Canadian university granting a related degree. In my travels to Great Britain, those who do student personnel work don't have professional graduate programs in which to study to the degree that we do. Consequently, this kind of enterprise is not viewed as a worldwide endeavor. It is not therefore regarded by many academicians as a discipline per se. On the other hand, I think we academicians forget that there are a number of other contemporary academic disciplines that have not been on the scene very long either. We can look at disciplines that have been here for thousands of years, and then we can look at something like computer science that has been here only since World War II.

Additionally, many of my faculty colleagues do not regard the student personnel profession as one that has accumulated a body of knowledge of its own. That's because they have no familiarity with your literature; they're not aware of how much empirically based research you're conducting; they're just totally ignorant of that. In an era of shrinking resources they see those of us who are interested in holistic student development as being in competition for scarce institutional resources. Many faculty view the Student Affairs enterprise as somehow being ancillary to the real mission of the institution, which, of course, is the formal education that takes place in the classroom. However, what they overlook is that the majority of student personnel professionals are involved in extremely serious tasks that often literally can amount to life and death matters for our students: such specialities within the profession as counseling, career planning, leadership development, the administration of athletic programs, health services, the administration of financial aid programs, etc. These services are certainly not ancillary.

Another fact that I believe accounts for this lamentable gap is that there is a pecking order in American higher education. On most campuses, Student Affairs generally is not ranked high on that pecking order. I think there are several reasons for this. Student personnel professionals are the closest to the students, students have the least status in the institution, and, therefore, they confer their low status on those who work most closely with them. The same model, of course, holds true in industrial settings where the foreman that is closest to the workers has the least status in the management hierarchy. Of course, he/she is also in a bind between those who call the shots and those who really have to work with, live with, and motivate the workers. Another contributing factor is that this closeness to students is the antithesis of the graduate school model that academicians have learned. I learned that if I was successful after graduate school, my status would be a direct measure of my distance from students. I really wouldn't be successful if I primarily taught students, especially freshmen. Of course, student pesonnel people deliberately reduce their status and legitimacy by spending an enormous amount of time with students.

The last problem that compounds this whole situation is that Student Personnel degrees are usually awarded by colleges of education. Of course, those of us in the liberal arts have to have someone to look down on in our pecking order. By reciting these doleful arguments, I trust you all know I don't buy any of them, but what I'm trying to do is understand this phenomenon myself so I can do something to counter it.

Many academicians refuse to recognize that student personnel professionals are teachers. They are teaching in an alternative format, but they are teaching. They are refused anything even remotely approaching faculty status. Faculty, in effect, refuse to grant the franchise. Student personnel professionals generally are not represented in faculty senates nor do they have voting rights on key committees that make so many decisions that have an enormous impact on the quality of student life.

The sheer lack of contact and interaction between faculty and student personnel professionals leads to classic stereotyping. You think stereotypically about people with whom you have no interaction. Clearly one of the things that has to be done is to dispel stereotypes, and the only way that it can be done is through interaction.

Another problem is — and again I say this with no disrespect — that the student personnel profession is one that is characterized by larger numbers of young people. And it is a profession that has embraced women (and I'm very much in favor of embracing women and minorities). Most of my colleagues, as you know, in the more traditional disciplines have not done as well as you in Student Affairs, no pun intended, in this respect. Here you have the student personnel profession juxtaposed to the predominantly white male professoriate that I embody so accurately. I know many of us faculty, particularly in the liberal arts, are very concerned about what we view as our declining status. And here we are now in competition with a professional group whose status is on the ascendency. And again, I think that leads to some conflict.

Both sides of the coin, of course, can be argued as to who has the greatest responsiblity for this gap. I can say that the responsibility rests with the faculty and the academic adminiustrators because they usually exercise the

greatest power in our institutions and the greatest control of institutional resources. Or I can take the the alternative view that while that may be the case in realities, it's historically the case that the underdog has to take the initiative and has to be more assertive in reaching out to what is, in this case, an upper class. No matter whose responsibility it is, I'm suggesting that the initiative has rested, does rest, and must continue to rest with those of you in the student personnel profession. I've talked about a gap that I personally deplore. I'd like to go on and suggest some reasons why I think the gap must be bridged through a partnership.

Bridging the Gap

First of all, the problems of contemporary higher education are so complex that all of us need all the help we can get. This is particularly true for those of us who have historically run American colleges and universities, namely the senior faculty moving into the ranks of the administration. We obviously have not been able on our own to solve completely the problems we face. Second, the realities of student recruitment and retention dictate the necessity for greater involvement of student personnel professionals. It's obvious that we on the academic side of the house have not been able to effectively address these kinds of problems by ourselves.

I think there are some very cogent reasons why student personnel professionals are ideally qualified to be of such great assistance in this kind of partnership. For one thing, more than those of us on the faculty, you live over the store. You live with the students. Unlike most of us on the faculty, you have studied the students. You've really done that. You've done it seriously. You've done it scientifically. You know something about life cycle development. Most of us in my profession have never heard of that. All we know is that we get more tired at 40 than we did at 25 unless we are going through middle age crazy. I'm not yet. Another point here is that you, at least from my observation, are very comfortable with students. Some of my colleagues are and some of my colleagues are not. You see as your mission the development of personal linkages and connections with students. We know the retention research says that if key adults make those connections with students, they're more likely to have students return. We know that student personnel professionals are critical to the creation of what has come to be called an involving environment. Students are more likely to enhance both their learning in and out of class if they become more involved in terms of their commitment, their time, their energy, their enthusiasm. It takes powerful role models to push them and nurture them and show them how to do that and student personnel professionals are right there in the trenches with them. I believe that student personnel professionals are ultimately qualified to create a total living/learning environment to supplement the learning that goes on in the classroom. For example, I met a man in a supermarket two weeks ago whom I hadn't seen in 16 years. He didn't remember any of the beautifully crafted lectures I had done when I was a young faculty member. What he did remember was me. I had to conclude that what I unintentionally gave him is exactly what I think student personnel professionals deliberately give — the gift of self. So, what I'm trying to suggest here is that all of us need to be more deliberate about giving of ourselves.

Another reason why I think this partnership is critically needed is because our country, our states and our communities are hungry for new leaders. We know that one of the critical differences between college graduates and nongraduates is that graduates are more likely to become our leaders — our leaders of industry, local government, national government, etc. The student personnel profession, certainly from my experience here at USC, has set as one of its missions to go about deliberately training leaders. This is something that I think our nation is hungry for, and it's a unique contribution that must be made by the student personnel profession.

Developing the Partnership

How can a partnership be developed, if you'll buy my argument that one is needed? Well, I think there are a number of ways. For example, we could ask each other to serve on committees to which we control the appointment. Student affairs professionals should get as many faculty serving on as many committees as possible. It's a wonderful way for faculty to learn about the realities of student life and the problems of trying to enhance student life outside the classroom. I think on the other hand that we have a responsibility to ask more student personnel professionals to serve on our committees. Another approach would be to ask more faculty to serve as advisors and sponsors for clubs and organizations. For a number of years here, my colleagues in student personnel knew that I had some pretty strong feelings about alcohol abuse particularly on the part of our fraternity males. Finally, one of my good colleagues came to me from Student Affairs and said, "You know, John, we've got a group here on campus that's just been established as a colony, and it's trying to become a chartered fraternity. How about putting your behavior where your mouth is and see what you can do with this group of young men?" I've found that it was much more difficult, but also much more rewarding, to get involved with those young men and try to be some kind of positive influence than it was to do the contrary, to stand back and be critical. Six years later, I'm still working with that group. A couple of years ago, I totally lost my objectivity, and some of my faculty colleagues would say my mind, when I allowed myself to

be inducted into the fraternity. I did not join a fraternity when I was in college, and now I'm a brother of Delta Upsilon in case any of you are interested.

Another suggestion is for faculty and Student Affairs people to get more involved in mutual projects that promote change in the institution. I'm sure you can think of all kinds of projects that, if they were to develop for your institution, both the faculty and student personnel professionals would look upon favorably. It's in the role of change agent that the student personnel professional has such a special contribution to make.

Another approach is for those of you in the student personnel profession to offer a number of your workshops and your structured learning experiences not only for students but for those of us in the faculty and administration. We've had a number of faculty on this campus go through the program in our Counseling and Human Development Center that is designed to increase reading speed. Many of us, even though we have formal graduate education, don't read as fast as we'd like to, and we don't comprehend as much as we'd like to. But we're teachable, and we can learn in the same ways that your students learn and at the same time we also gain respect for your professional ability.

Invite more faculty to attend your professional meetings. I have been to meetings of organizations that, in my earlier life as a full-time professor, I had never heard of. I'd never heard of the National Association of Student Personnel Administrators. I'd never heard of the American College Personnel Association. I'd never heard of the National Orientation Directors Association. But I have been to those meetings for a number of years, and I have learned from them. They have been helpful to my professional development as an administrator and as a teacher. I don't think I'm atypical. So maybe what you could do sometime is share, even if it means sharing some of your precious travel money, to take a faculty member to a convention with you. I think you could enjoy some rich dividends when you get that person back to campus. Take a skeptic with you. Take somebody who is a real **influential,** a real **mossback,** and see what kind of payoff you can get!

Both of our professions should do more in terms of opening our ranks and our doors socially. I think we need to do more to entertain each other and to invite each other to our respective social gatherings. Take a faculty member to lunch now and then. If you have any discretionary funds, I'd even suggest such activities would be a marvelous investment for those precious monies. We're not too bad over lunch. We really can be human beings. I know we're going to discover that you are too. The more ways you can devise interaction, the more likely we are to bridge the gap.

Of course, I think, that the ideal place to model this kind of partnership in terms of taking people to meetings, working jointly as change agents, serving on committees together, sharing literature, etc., is in the development of freshman year experiences. If you look at the different types of freshman year experience activities that have been talked about at our 180 sessions at this conference, you see themes such as the improvement of academic advising, the development of freshman seminar courses, developing means to train faculty to do better advising, to do better teaching in freshman seminar courses, improving orientation, improving the envorinment in residence halls, providing more opportunities for cocurricular activities, extracurricular activities, developing programs to combat alcohol abuse, providing peer counseling programs, peer training, peer advising, developing special administrative units for freshmen, developing special programs for unique populations of homogeneous types of freshmen. All of these approaches can richly benefit from this kind of partnership between Academic Affairs and Student Affairs.

I have observed that something that seemed to be happening during the '70s is undergoing some significant modification. We started University 101 here in 1972. It became somewhat institutionalized, and we began to generate some research data on it by the middle '70s. Then we began getting large numbers of phone calls and letters. Literally hundreds of them. The vast majority of the people that we heard from and who were interested in helping students become better learners and persisters through freshman seminar courses were student development professionals. What they were trying to do was to take that concept and somehow transplant it in fertile soil, on academic soil, at their institutions. Most of them did so by working as change agents in persuading other influential members of the institutions. We need to form task forces that use student personnel professionals to teach their academic colleagues about how to enhance student development and learning. The obvious success of this is now before you. What's happened in the 1980s, I've observed, is somewhat of a decrease in the inquiries from student personnel professionals and a dramatic increase in inquiries from academic people. I think that's a function of two things. I think it's a function of the fact that academic people have become much more interested, and, second, many of you in this room have done a very good job of finally persuading them that they need to get on the band wagon and move in the direction that you've been moving for years.

Well, those who know me well remind me frequently that I can say too much. I appreciate your interest in the views of someone who is not an official student personnel professional, but certainly is in spirit, and I thank you for your interest.

Student Internships at Converse College: Linking Faculty With Career Services

Joe Ann Lever

Individuals holding technical and business degrees find their first jobs more easily than do liberal arts graduates (Mitchell, 1985). This trend is unquestionably a major concern of liberal arts colleges and their graduates. There are, however, several things that students in the liberal arts can do to improve their chances of employment following graduation. One such thing is to obtain career related work experience. The internship program at Converse College, a liberal arts college for women, affords Converse students an opportunity for career related work experience.

History

Internships at Converse College are a cooperative project between the Office of Career Services and the faculty. In the 70s, Converse instituted several new career programs, such as interior design, urban planning and arts management in response to the increased interest of women in careers. Each career program included an internship.

As the programs gained in popularity, students who were not involved in Career Programs gradually became interested in internships, and several departments began to award academic credit for work experiences. There was, however, confusion over what designation these experiences should be given in the catalog and over how much credit or what kind of grade should be given. They were variously titled special topics, directed independent study, or special problems. Some were graded on a pass/fail basis, while others were graded with the conventional A, B, C method. In the beginning internships were arranged by individual professors, but that procedure presented the problem of finding an adequate number of placement opportunities for interns.

As the number of students involved with internships increased, it became apparent that a formal program was needed. The President of the Faculty Senate appointed an *ad hoc* committee, composed of three faculty members, the Director of Placement, and the Director of Career and Pre-Professional Programs to study the internships and to make recommendations about a formalized program.

The committee studied internship programs at other colleges and surveyed students, faculty, and employers who had participated in internship at Converse. The committee also attempted to determine projected needs of the program. The following recommendations were made by the committee:

1. All work experience that carried academic credit should be called internships. This name more accurately reflected the true nature of the experience.

2. The Office of Career Services (then called the Women's Center) should coordinate the internship program.

3. Each year the Office of Career Services should publish a handbook which describes the philosophy and academic regulations of the internship program along with the procedures for initiating internships. The handbook also includes a description of each internship with the catalog listing of the internship, the name of the faculty director, any prerequisites, the objectives of the internship and any required academic work.

4. Each department should have an internship listing as part of its curricular offerings.

In addition, recommendations were made about academic regulations and administration of the inter-

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nship program. The following recommendations were approved, with minor modifications, by the Faculty Senate and faculty members:

1. The academic aspects of the internship are governed by the faculty.

2. Internships are limited to juniors and seniors with a minimum 2.0 Converse GPR. Individual departments often require a higher average.

3. Internships are graded pass/fail.

4. Students may earn three to six semester hours of credit for an internship. The credit is determined by the department and is based on the number of hours worked per week.

5. A student may count a maximum of 12 semester hours of internship credit toward graduation. In some departments, the internship does not count for major credit.

6. The on-site supervisor submits to the sponsoring department an evaluation of the student's performance. On the basis of this evaluation and other required materials, the grade is determined.

Administration of the Program

The staff members in Career Services, as a part of their career development and placement functions, make numerous contacts with business, industry and government. Consequently, they are in an ideal place to locate internships for Converse students. Once a possible internship is located, the Career Services staff member notifies the faculty member who determines if the internship is suitable for academic credit and finds an appropriate student for the internship. Faculty members may also ask Career Services to look for an internship in a specific area for a specific student. Students are occasionally involved in the location of their internships, but in no case may the student make contact with a sponsoring organization without the consent of Career Services or the faculty member. In some departments, staff from Career Services meet with the internship director and students to determine the number and kinds of internships which will be needed. Career Services maintains lists of all organizations that have been contacted for internships, and faculty members relay any contacts they make with sponsoring organizations to Career Services.

Value of the Internship Program

The cooperation between the faculty and Career Services has resulted in the placement of more than 100 students in internships in the 1985-86 academic year. In addition, the internship program has provided many benefits such as helping to bring Career Services and the faculty closer together, making business organizations more aware of Converse.

For the student, the internship opportunity offers several advantages. It is important in career decision making as many Converse students have reaffirmed their interest in a particular career because of their internships. However, the experience is equally important for those students who, after an internship, realize the area in which they worked is not for them.

Designed to connect the world of work and the world of the classroom, the internships permit Converse women to take the theory of the classroom into the marketplace and to bring their experiences in the marketplace back to the college for incorporation into their total learning experiences. Converse women discuss their internship experiences in the dormintory and in the classroom, thus increasing the interest of other students in the program.

The experience also has proven to be an important factor in obtaining that first job. Because these internships are all professional experiences, as in the cases of an accounting student working as an accountant or an English student writing articles for a newspaper, Converse students are provided with experience in their chosen field. These experiences build the students' self-confidence, which is essential in making the transition from college to careers. In many instances, the institution's alumnae have been hired by the organizations for which they worked as interns in fields ranging from advertising and television reporting to accounting and interior design.

The internship experience has an especially important place in a liberal arts college. The history intern working in a museum, the sociology intern working in a personnel office, and the humanities intern working for a television station demonstrate to the students and to the potential employers that liberal arts graduates have skills which are useful in the working world. Furthermore, Converse professors, because of their work with the internship program, have become more knowledgeable about career options for liberal arts graduates and are therefore able to offer better advice to students about careers.

Advantages for the organizations sponsoring the internship also exist. As there is no obligation on the part of the organization to pay the intern, the organizations may obtain experience, yet, inexpensive assistance from the Converse interns. Due to the successes of previous internship placements, organizations now call Career Services asking for students to work as interns.

Summary

The internship program at Converse has been a positive factor that has helped to integrate Career Services and the academic program, as well as assisting in the integration of the liberal arts with the world of work and the College with the community at large.

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The Recognition of Student Organizations: Is There a Right Way?

Novella R. Fortner
Jerry T. Brewer
Donna M. Null

As early as the 1700s college students came together to form literary societies, which were followed later by many other special interest associations. Students began to explore particular interests, develop certain skills and enhance their personal development as a well-rounded individual in society. As these organizations appeared, members of the faculty began to appreciate the importance of such affiliations and become involved. The inherent value in these associations and activities — the value in the learning that can take place outside the classroom — developed as the very basis for hiring staff to operate the Student Services area (Brubacher & Rudy, 1976).

Both the *Student Personnel Point of View* (Williamson, 1949) and the *Joint Statement on Rights and Freedoms of Students* (1967) say that Student Affairs administrators have the responsibility of ensuring that the university's environment allows — even encourages — the development of well-rounded students, both in and out of the classroom. According to the *Joint Statement on Rights and Freedoms of Students* (1967), students should be free to "organize and join associations to promote common interests." This freedom, however, must be balanced with the educational mission and goals of the institution. In *Healy* vs. *James*, 408 U.S. 169, 92 S. Ct. 2338 (1972), balance was defined as "the mutual interest of students, faculty members and administrators in an environment free from disruptive interference with the educational process," and the, "equally significant interest of the widest latitude for free expression and debate consonant with the maintenance of order" (Cuyjet, Gilbert & Conboy, 1983, p. 55-56).

Case law supports the concept that students, as citizens, have the protection of the First Amendment for freedom of speech and the right to association. In recent years institutions of higher education have also been required to uphold even more specific requirements. The Civil Rights Act of 1964, Title VI, the Educational Amendments of 1972, Title IX, and the Rehabilitation Act of 1973, Section 504, have demanded that equal access/opportunity be made available at educational institutions that receive federal financial assistance. Discrimination on the basis of sex, race, color, national origin or handicap is prohibited (Hollander, 1978).

The procedure to recognize student organizations varies from institution to institution. Participation in student organizations is a valuable tool used in meeting the development needs of students and groups. Therefore, it is imperative that both individual and group rights are protected through the recognition process of these organizations.

At the University of South Carolina Columbia campus, prospective student groups get licensing information and guidance on preparing constitutions from the Coordinator of Student Organizations, also the advisor to the Student Organization Licensing Commission (SOLC). SOLC, an all-student committee appointed by the Student Government President, reviews the prospective student group's constitution, application form, and petition to license form and then votes on a recommendation of

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licensing to the President of the University. The President then has seven days in which to veto SOLC's recommendation. The criteria to become a licensed student organization are very clear, therefore SOLC is essentially a "rubber stamp." There is no indication that SOLC has ever denied a group petition for licensing, but the administration has denied licensing to at least one organization.

The licensing process, beginning with submission of required information to the Coordinator of Student Organizations and followed by the review of SOLC and official licensing by the President, generally took four-to-six weeks. Because of the annual rotation of SOLC members, there were times when committee members had not been appointed or had not been trained to administer the licensing process. During these interim periods the licensing process could not be completed.

The procedure used to recognize student organizations was a drain on valuable student time and hindered the establishment of student organizations. The potential educational benefit of involving students in the process through SOLC was largely negated because of apathy of the committee members. SOLC was known as one of the least desirable committees of student government on which to serve, and students neglected their responsibilities. It became evident that involving a student committee in the licensing process was infringing upon the rights of the entire student body to establish student groups, and policies and procedures were revised. A clearer definition of the University's relationship to student organizations was obviously needed.

Research Review

A survey was used to ask 154 public institutions to respond to questions involving the philosophical relationship between institutions and organizations, the type of systems administered, the processes used for recognition, who administered the process, requirement of an annual renewal by organizations, and how the discipline procedures were handled.

There were sixty-nine returns of the survey, representing a 45% response rate. Through these responses, it became clear that the terms registration and recognition of student organizations vary in purpose, but are at times used interchangeably. However, there appear to be three basic ways of recognizing student organizations: recognition, registration, and automatic. Registration connotes that groups are recorded with the institution rather than officially recognized. Registration also seems to imply that institutions have few reasons for denying an organization's request. The acceptance of the group is based on the requirement of specific criteria and not on the nature or purpose of the group. The term recognition connotes a more official status of the organization within the institution. A representative of the university (administrator, student committee, staff/faculty committee, etc.) must approve or disapprove the application for recognition. A third process is automatic recognition whereby a student group is recognized simply by existing. When a student group uses university facilities or is added to a university list of organizations, it is officially recognized. (Cuyjet, Gilbert & Conboy, 1983) From the survey responses, twenty-nine institutions (42%) had registration systems, eleven institutuions (16%) had recognition systems (like USC's present system), five institutions (7%) had both systems, and twenty-four systems (35%) were unidentifiable. For the twenty-nine registration systems reviewed, Table 1 represents the required criteria to establish an organization. Table 2 notes the body responsible for administering the process, and Table 3 reflects the relationship of administration to student government.

Table 1

Criteria Required To Establish An Organization

Constitutions	27/29	93%
Purpose	13/29	45%
Officers	18/29	62%
GPR (average 2.0)	6/29	20%
Advisor	16/29	55%
Specific Number of Members	13/29	45%
Average number of members	5- 8	
Range of members	2-10	
Non-Discrimination Clause	17/29	59%

Table 2

Body Responsible for Administering System

Administration	14/29	48%
All-Student Committee	2/29	8%
Both Student/Administrator	13/29	44%

Table 3

Relationship to Student Government

Student Government Related	10/29	34%
Student Government Unrelated	9/29	31%
Unidentifiable	10/29	34%

Upon review of the information gathered through the research process, as well as the educational and legal responsibilities reflected through the mission and goals of the university, the following recommendations and system for establishing student organizations were developed.

Relationship of Student Organization to the University

The relationship of the University of South Carolina to organizations formed by its students has two components. One, the basis for the relationship, is the educational component. The University of South Carolina has stated in its mission and goals for the institution that it will "provide optional learning conditions ... develop-

mental experiences, processes, human resources, programs and services that are essential to fostering a learning environment in and out of the classroom." The University has accepted this responsibility.

The second component is based on a contractual relationship. The basic elements of a contract are evident in the *registration* process of student organizations (Milani, 1983). This is demonstrated as follows: 1) an offer exists — specific criteria are required of all organizations wanting to exist on campus, indicating this opportunity is available; 2) an organization that submits the material to satisfy the criteria has accepted, in essence, the offer; and 3) the institution will, in turn, provide the student organization with access to privileges only afforded to "registered" organizations. The contractual part of the University's relationship serves to clarify responsibilities and benefits. This relationship also sets up a system that is clearly defined to ensure that *registration* is applied in a non-discriminatory manner and that references exist for standards of evaluation should disciplinary situations arise.

Recommendation

The procedure for recognizing student organizations should be one that is applied fairly and consistently. All organizations have the right to exist on campus unless their purpose constitutes a violation of state or federal law or of the mission and goals of the university. The acceptance or rejection of an organization on campus must not be based on subjective criteria. The burden of proof in denying an organization the right to exist lies with the institution once that organization has met the conditions required for such acceptance. It is further recommended that this process be as simple and as easily accessible as possible to ensure students freedom in forming student organizations.

The responsibility for administering the rewgistration process should lie with a designee of the chief Student Affairs officer. Because of the present responsibilities for establishment and governance of student organizations, the Coordinator of Student Organizations logically would assume the responsibility for administering the registration process. The registration process would eliminate the role of the student committee. By administratively centralizing the recognition of student organizations, consistency and continuity of policies and procedures would be maintained from year-to-year and the educational and legal responsibilities of the institution upheld.

The Coordinator of Student Organizations should advise new students on establishing organizations and the meeting of the criteria required for registration. Once the required information is submitted, the chief Student Affairs officer should provide final approval for new organizations (Milani, 1983). The registration process for new student organizations should take no longer than two working days from receipt of the organization's registration information. Once student organizations are established, they must complete an annual renewal process during the fall of each year.

The obligation of the University to ensure fairness and to ensure the basic rights guaranteed to students by federal, state, and local laws warranted an administrative process to recognize student organizations. Even though it removes the student committee from the recognition process, the administrative process provides a means by which student organizations can be recognized throughout the calendar year in a consistent and timely manner. At the University of South Carolina the registration process is designed to assist the administration in fulfilling its responsibility to provide an educational environment that promotes personal and group development for all students.

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Measles Immunization Management: A Computer-Assisted Model

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Audrey B. Rhodes

Measles cases are epidemic at some locations in the United States. As a result the Council of Delegates of the American College Health Association resolved, at its May 1984 meeting, that colleges and universities in the United Sates should require all students to present evidence of immunity to rubella and that all students born after 1956 should present evidence of immunity to measles prior to matriculation (Collins, Bergy, and Bridwell, 1984). Since then many colleges and universities have worked toward compliance. Some of the successful efforts are documented in several issues of the *Journal of American College Health*. The measles immunization program at the University of South Carolina is unique due to three important factors. First, it has resulted in documented immunization of nearly 100% of the student body prior to an acutal outbreak of measles. Second, the program uses the latest networking computer technology as an essential ingredient of the plan. Third, the cost and inconvenience to the University and students has been minimal.

The program at the University of South Carolina is a classic example of preventive health care and health education. The documented immunization of more than 20,000 students goes beyond the usual task of treating illness. Both measles immunization literature and video instruction were used in the educational phase of the plan. The program had the strong endorsement of the President of the University and the South Carolina Department of Health and Environmental Control (DHEC).

The program was coordinated by the Office of the Vice President of Student Affairs through the Student Immunization Committee with direct implementation assigned to the Student Health Service Staff Epidemiologist. As a result of the program's success, the measles immunization program at the University of South Carolina has been used as a model program in DHEC promotions. It was during the Spring of 1985 that information from several sources became available that indicated a need for the program.

Task Definition

The Director of the University of South Carolina Student Health Service expressed concerns regarding measles and rubella immunization, and the Vice President for Student Affairs directed the organization of a Student Immunization Committee in April 1985. The committee was to study recommendations of the Centers for Disease Control and the American College Health Association that pertained to students at the University of South Carolina and was then asked to develop a plan of action. A summary of the type problems faced by colleges and universities due to measles and rubella was succinctly stated in an article from *Time* titled "Campus Ills—Measles Strikes U.S. Colleges" (March 11, 1985). The most serious problems seem to be those resulting from the medical complications of measles, which can in some cases cause death.

In addition to the recommendations of the Centers for Disease Control and the American College Health Association, the committee considered an on-campus

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study conducted by Dr. Audrey B. Rhodes, MD, Student Health Center Epidemiologist (1985). The results of the study indicated that an audit of the medical records of female clinical students of the College of Nursing demonstrated conclusively that 50% of these individuals were not immunized against rubella. It was the recommendation of Dr. Rhodes that the University "devise a means of testing and implementing the delivery of vaccine to susceptible individuals in order that an epidemic of measles on the University of South Carolina campus may be avoided." It was clear that the scope of the project would require the involvement of many support areas outside the Student Health Service and the establishment of a support network for the immunization program was an initial objective.

Establish Support Network for Immunization Program

An Assistant Vice President for Student Affairs was designated as Chairman of the Student Immunization Committee. The model for organizing the committee support network and implementation plan was based on the description provided in the article, "Planning, Implementing, and Evaluating a College-Based Immunization Program," by Steven J. Barid and John J. Irvin of the Centers for Disease Control (1984).

An early decision was made to include in the committee representatives of these departments that would be vital to a successful program: the Registrar's Office, Computer Services, Student Health Service, Student Government, the Admissions Office, and Financial Services. An important initial decision of the committee was to obtain the approval and support of the President of the University, the Student Government Association, and DHEC. The committee collected information; assessed the task, the available resources, and alternatives; and advised the Student Health Service pesonnel in the development of a plan.

Plan Of Action

In planning the immunization program at the University of South Carolina, an initial step of getting the support of the administration for a mandatory program was made easier by the endorsement of the Student Government Association and DHEC.

Publicity and promotion for a massive immunization program for 20,000 students was carefully planned and coordinated. The effective marketing of the program included promotional literature and advertising as well as video presentations of the health aspects of measles immunization. The program was designed as a "mop-up" operation. Correspondence with students encouraged them to furnish proof of immunization or obtain immunization prior to registration because the vaccine furnished by DHEC cost more than $5 per individual dose. The availability to the University of the vaccine was contingent upon a program of this design.

A primary concern was the development of an efficient system for immunization records management. An effective system had to have features that would:

1. enable efficient recording of the immunization status of more than 20,000 students and would allow instant inquiry access to any record;
2. access the University student data base and furnish address labels for any sorted group of students on the immunization database should there be a measles outbreak; and
3. crossmatch the immunization status of students to the student registration records and block the registration of any student not cleared.

A program of this type was set up by the USC Computer Services Division. A cooperative arrangement between the Thomson Student Health Center and the Registrar's Office made implementation possible. Access to the program was through the use of IBM PCXTs using IBM 3278/79 Emulation Software to enable access to the University mainframe and the student database. The use of the PCs made possible computer access at mobile clinic locations. Immediate on-line updating of student immunization records was essential in preventing registration delays. Provisions were made for facilities, personnel, management, printing, supplies, vaccine procurement, and training. The detailed plan permitted the implementation of the project without major incidents or inconvenience to the students.

Implementation

Implementation began with a timeline of tasks to be performed during an eight-month period and was carried out without any major problems.

The plan provided the students with continuous availability of the vaccine at the Student Health Center and through a free immunization clinic at the Fall 1985 registration. The final action to insure maximum immunization of all students was to block the Spring registration of any student not processed by the Student Health Center. The University's Optical Scan Computer-Assisted Registration (OSCAR) system flagged any student not cleared, and an immunization clinic was set up at registration. The mobile computer at the measles clinic enabled immediate onsight records clearance. The student could then proceed immediately back through the registration process. The onsite clinic was able to process all students with blocked registration without any significant inconvenience to the student or the registration process.

Summary

The implementation date for the plan was June 1985. By that time the President of the University had given his approval. On January 30, 1986, the following had been accomplished:

Total students immunized in the Health Center	5,399
Total students furnished documentation	16,162
Total students processed by the Health Center	21,561

The success of this measles program validates the effectiveness of the guidelines furnished by Barid and Irvin of the Centers for Disease Control. The enhancement of this model through the use of networking computer technology has made this a very successful program. Neither the model nor the computer technology would have been effective without the excellent organization and cooperation of the departments and groups represented by the Student Immunization Committee, the strong support of the President of the University, and the assistance of DHEC. The cost of administering this program was covered primarily through a minimal charge to students who did not take advantage of a free clinic or the opportunity to furnish documentation of immunization. The vaccine was furnished without charge by DHEC. A secondary benefit of this program has been to establish a method of networking the efforts of departments within the University System in dealing with medical concerns beyond those usual to the Student Health Center.

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Parents' Press: Involving Parents in the Education Process

Kevin J. Kaczynski

On an average Wednesday night in a 12' × 12' room, John studies Psychology 101 while diligently watching MTV. His roommate flips through a *Sports Illustrated* while sipping a light...Bud Light. When all of a sudden...

RING! RING!

— *Hello!*

— *Pretty good! How's everything at home?*

— *That's good!*

— *What? Last night! [pause] I was... um... at the library.*
Ya, I was at the library!

— *My roommate said where?*

— *"O'Callahans" [John glares over at his roommate]*

— *I'm... er... it's a wing of the library. So how's Grandma feeling?*

— *That's good!*

— *Did I join what?*

— *The intramural co-ed softball tournament?*

— *Well, I think I did hear something about it... but...*

— *Come on! Mom, just because I played baseball in high school doesn't mean I play softball too!*

— *It's not the same thing!*

— *Yes, I know what co-ed means!*

— *Mom, what do you mean, I still have time to sign up!*

— *I don't even know... ok, wait a minute, let me get a pen.*

— *All right, I'm back, what is it?*

— *The Intramurals office, uh-huh, 555-1212.*

— *Ok, I'll think about it!*

— *Mom, it's not the same thing!*

— *Ok! Ok! It's the same thing!*

— *Yes, I will.*

— *Uh-huh.*

— *Ok, I love you too.*

— *Good-bye.*

CLICK!

— *You told my mother I was at "O'Callahans"!*

— *Great! Thanks a lot!*

— *[pause]*

— *Oh well, that's life. Hey, want to play softball —*

The telephone conversation that just occurred could have taken place between any new university student and an interested, caring parent. Mom knows her son's interests, after all she's spent many a cold, rainy day watching him bumble, overthrow, and drop his way into being what she considers the best player on the team. What may seem unusual is that Mom also knows about the opportunities the university offers for her son to get involved. How did she know about the co-ed softball tournament? At the University of South Carolina (USC), the answer to that question is, through *Parents' Press*.

Parents' Press is a newsletter for the parents of new students published twice each semester by the Office of

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Student Orientation at USC. The goal of *Parents' Press* is to inform parents about the activities and services available at USC, while encouraging them to take an active role in their son's or daughter's educational experience. Articles in the newsletter include information about services, programs, and activities; advice and suggestions from key administrators; schedules of important events and exams; and information felt to be of general interest to parents of new students. The Office of Student Orientation recognizes the important role that parents play in their son's or daughter's new educational environment. By educating parents, *Parents' Press* hopes to indirectly inform and involve the new students with the institution. Professionals are well aware that student retention and development are increased through involvement (Astin, 1984).

Recent research indicates that parents are a significant support system that effects student retention in an institution (Perigo, 1985). In a time when the number of traditional-age students is declining, every effective means of retaining students must be tapped. *Parents' Press* is a valuable tool to help parents serve in a supportive role. Encouraging parents to take an active role in their son's or daughter's college experience through informed communication with the student can enhance student involvement and satisfaction with the institutions. It has also been noted that students whose parents are both informed and involved with the institution are more likely to have a positive college experience (Cohen & Halsey, 1985). The Office of Student Orientation is committed to promoting a positive partnership between students and their parents that is built on the foundation of an informed parental support system.

The benefits of involving parents with the institution extend far beyond the scope of increased student retention rates. According to Cohen and Halsey (1985), informed and involved parents are more likely to:

- Share a sense of responsibility of the goals of the institution.
- Be terrific ambassadors and loyal supporters of the institution in good times and in bad.
- Serve as volunteers
- as recruiters, sponsors, hosts, employers, advisors, trustees, and solicitors.
- Become donors, participating significantly in capital and annual giving campaigns. (p. 95)

Having an orientation program to inform, involve, and educate parents is essential for any institution. The University of South Carolina offers a one-day Parent's Orientation program designed specifically to meet the needs and concerns of parents. To supplement this program, the Office of Student Orientation maintains contact with the parents of new students through *Parents' Press*. It is felt that the effect of the on-going communication with parents via the newsletter benefits the students, parents, and the university.

The Office of Student Orientation is also sensitive to the adjustment problems parents may face during the period of *letting go*. Some parents are sending their first son or daughter off to college and it will be a time of great pride and joy. However, it may also be a time of uncertainty and confusion. The empty nest will be a reality for those families sending the youngest child to college. All too soon the house may seem unnaturally quiet. A newsletter for parents can address the changing family structure and provide support and assistance during what may seem to be a critical time. It can foster an environment in which parents value their ability to help their son or daughter form a sense of identity, establish autonomy, and promote self-motivation.

A parents' newsletter can promote a positive institutional image that is especially important as the financial investment in higher education increaes. Many families contribute financial support to their students either directly through tuition payments or indirectly by providing food, clothing, or a place to stay. Parents as well as students want to know that they are being wise consumers and are getting good return on their investment. *Parents' Press* can convey the many benefits of attending the University of South Carolina and remind parents of the value of the total educational experience. Letters of thanks and requests to remain on the *Parents' Press* mailing list demonstrate the positive effect of the publication.

The Office of Student Orientation demonstrates through *Parents' Press* a belief that parents are important partners in the sound educational process. Through this on-going communication with parents student involvement, satisfaction with the institution, and retention are increased. Parents are better informed of campus activities and events and are more able to provide the support that so many new students need as they are adjusting to the rigors of college. The benefits of *Parents' Press* are certainly threefold as students, parents, and the University of South Carolina work together.

Meanwhile....back in the 12' × 12' room...

RING! RING!

— *Hello!*
— *Oh, hi Mrs. Smith.*
— *No, John's not here right now!*
— *I,...er...he's at the library.*
— *Yes, we did.*
— *No, we lost. But we came close!*
— *Well, he did ok...struck out a few times, but...I think he might have made a hit with Lisa!*
— *Well...um, maybe I should let him tell you about her.*

— *Oh, I'll tell him you called.*

— *Uh-huh, it was nice talking to you too, Mrs. Smith.*

— *I will.*

— *Good-bye!*

CLICK.

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Impact of Housing Operated Conference Centers on Student and Administrative Budgets

Cynthia L. Steele

Impact of Housing Operated Conference Centers

University conference centers are becoming a staple in students' and administrators' diets. Thought once as icing on the budgetary cake, conference centers now contribute up to one-third of a college's housing revenue.

Students staying on campus during the summer months often wake to the cheers of 500 excited, enthusiastic cheerleaders and walk to classes flanked by towering, adolescent basketball players. These non-students are participants in a summer camp or conference program. These conferences and camps are held on campus to offset low summer revenues.

Summer camps and conferences, defined as youth and adult seminars/camps which use otherwise vacant residence halls during the summer months, are becoming the saviors for housing's operational budget. Conferences can become a major factor in university revenues since conference participants contribute an average of $67 per day to the university community (Israel, 1982).

The major recipient of revenues from on-campus housed conferences is usually the university's housing department. This revenue, coupled with indications that in the next eight years one-fourth of the dorm space will remain empty and in five years most colleges and universities will increase dorm rates 32.9% (Scruggs, 1984), has housing administrators excited about using conferences as an alternate money source.

Housing-operated conference centers are being examined as an option to raising costs. By using university facilities on a twelve-month basis, administrators can more easily break-even on operating costs because the high expense, low revenue summer months become more productive. In several cases, housing operated conference centers not only covered summer costs but brought in enough revenue to counteract high renovation and operational costs.

Savings are passed on to students in the form of improved lodging or reduced rates. The University of California at Los Angeles (UCLA) conference center's revenue contributed to a $75.00 decrease in tuition fees (Webber, personal communication, January 30, 1986), and students at Humboldt State University enjoyed a $100 reduction in housing and dining fees thanks to the Jolly Giant conference Center (B. Israel, personal communication, January 28, 1986).

Conferences requiring overnight campus accommodations are usually handled by housing-operated conference centers. The reason is two-fold. One, housing needs to generate revenue during *down-time* summer months, and two, housing controls the overnight facilities. UCLA utilizes a housing-run operation and in 1983 grossed over three million dollars during the summer conference season (Webber, personal communication, January 30, 1986).

In 1984, the housing office at the University of South Carolina (USC) made a strong commitment to conferences. The Capstone Conference Center was given the duty of coordinating the housing of all conferences and special groups on campus, thus moving toward the ultimate goal of a comprehensive conference center. USC clearly recognized the need for alternate uses for its housing capacity and looks to confrence housing for income to offset the loss experienced in the wake of the baby-boom era.

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Students at USC stay cool due, in part, to the Capstone Conference Center whose revenues helped install central heat and air in one of the large residence complexes. Fall 1986 had USC students sitting pretty because conference center revenues contributed to the $300,000 replacement of furniture in thirty-two apartments and five residence hall lobbies. Conference revenues also helped USC students to fluff and fold in style with sixty new washers and forty new dryers (Stewart, 1985).

Students' finances are a major concern for colleges and universities. Cognizant that only 25% of college bound seniors' families can meet the $5300 average annual cost of a public four-year college while only 12.5% could meet the average $9700 annual cost of a private four-year institution (Luna, Woodham, 1986) and faced with heavy federal cuts in student aid, university administrators are looking at options that will enable the average student to complete an education. Summer conference centers provide added opportunities for students who need to make money for academic expenses.

A win for both the student and the university. Student-staffed summer conference centers provide students with extra income, on-campus work experience and the opportunity to take clases. At the same time, the university's image is broadcast by these energetic men and women. In addition, the university heaves a sigh of relief as the burden of permanent staff overtime expenditures is eased. A student-run conference center relieves permanent staff members from being overburdened during the ritual of summer cleaning. Before student-operated conference centers became popular, housing managers and custodial workers had to scramble to meet fall dorm opening deadlines while servicing conferences. The result was often over-worked staff members, hurried maid service, and less-than-spotless residence halls. Student-operated conference centers are helping to alleviate this problem.

The conference centers are giving the student much needed short term employment. At USC, Capstone Conference Center adds twelve additional students to its payroll to handle conferences. This results in approximately $19,000 paid out in student staff salaries. In each case, an individual student receives enough salary during ten weeks of employment to cover yearly tuition or housing fees and in some cases both expenses. The USC conference center also pays out over $9,000 to student security guards helping with on-campus youth camps. USC's housing office hired an additional twenty students during the summer of 1986 as a pilot student housekeeping staff.

As a result of the impact conferences are having on housing budgets and student pocketbooks, conference centers all over the United States and Canada are being overhauled, developed, and studied. In universities and colleges where successful conference seasons are happening, conference revenues are responsible not only for a major portion of housing's operational budget but also contribute one-fourth of dining services' revenue (Israel, 1982). Attuned to these factors, universities and colleges are compiling marketing, feasibility, and operational studies to insure that their facilities are being used to their fullest potential.

As conference centers are developed, attention is being focused on the legal aspects of conferences. Though colleges and universities have been in the housing business for centuries, conference centers are proving to be a new cycle in housing's life. Because they are more visible to the community, conference centers are being tested in today's courts. In 1983, a group of businessmen sued the State Board of Higher Education of Oregon alleging that Southern Oregon State was competing with their businesses by providing housing and food services for groups attending local conferences such as the Ashland Oregon Shakespeare Festival (*Jansen V. Atiyeh*, 1983). The University lost but the case is currently under appeal. At USC, the chance of legal action was lessened by the housing office's careful work with the university's legal department in establishing conference center guidelines. By having standards that adhere to South Carolina laws and regulations, USC has minimized its risk in this area.

Another major issue scrutinized by local and state governments is tax eligibility. The question of a profit-making operation existing in a non-profit setting is being probed. Several colleges and universities are currently levied with hotel and motel taxes. All these considerations must be taken into account when a conference center is being created.

The housing conference manager's role is becoming increasingly important in the university community. The growth of the Association of College and University Housing Officers International (ACUHO-I) Conference Services Workshop and the inter-networking of conference managers attest to the validity universities and colleges are placing on conference programs.

The Conference Services Committee of ACUHO-I hosted a panel discussion on October 12, 1985 at Snowbird, Utah on the future of college and university conference centers. Representatives of five professional associations including ACHUO-I, the Association of College Unions - International (ACU-I), The Association of Conference and Events Directors - International (ACED-I), the Canadian University and College Conference Officers Association (CUCCOA), and the National University Continuing Education Association (NUCEA) participated in the discussion. The purpose was to define the roles of each sector and discuss how the different factions could interact to best benefit their institution.

It was determined, while each individual association had value, there was a need for unity among the professional associations. Through networking and the recent publication of "Your Guide to Professional Associations in Conference Services" this goal is being met. It is evident that the strength of conference programs and centers in the future is dependent upon professional development today.

With the concentration by both university administrators and conference services personnel on the need for development, conference centers will continue to prosper and become a major contributor to the university budget and community. And the next time cheers and shouts emanate from 500 boisterous cheerleaders, remember their cheers are being echoed by administrators, students, and budget controllers. Conferences are something to cheer!

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Reflections of An Adult Learner

Lucy Quinn

You're Never Too Old To Learn

Higher Education has become more of a necessity than ever before. Advances in technology during the past several decades and the expansion of professional, social and cultural opportunities in our mobile society, have given higher education added importance. Many freshmen already have definite career goals, while others simply attend college because their family expects it of them.

Unfortunately, the majority of American teen-agers do not consider college an option after high school; they do not become aware of the importance of higher education until after they enter the business world. Some adults with the desire to pursue a specific profession they previously believed beyond their grasp. Others who find themselves trapped in mediocre jobs with little chance of advancement believe a college degree could be their ticket to greater fulfillment or success. Job and family responsibilities intervene, however and must be weighed against the time, effort, and money required to earn that coveted degree. Such factors must be considered before adults can determine whether or not a college education is ever possible.

I had been out of high school for fifteen years, was employed in a clerical position at a small liberal arts college, and would be able to take only one course each semester. There was never a question of whether or not I wanted a college education, but I had doubts as to my ability to succeed and my willingness to sacrifice so much for such a long time in order to reach my goal. Was I dedicated enough to reach for something I could not possibly grasp for perhaps ten years? Was I intelligent enough to learn such varied material? Could I sustain my determination while taking required courses in which I had no particular interest? Could I devote enough time to study? Would I become discouraged and quit thereby becoming a failure in my own mind as well as a disappointment to my family and friends? Would I have any time for myself or anyone else?

After making the decision to take one course and after becoming accustomed to a new environment, I found attending college interesting, challenging, and rewarding. It certainly was not easy to juggle schedules among work, school, study, and my personal life, but it was well worth all the effort when I graduated after eight and a half years.

My experience as an adult attending college while working full time has given me some insight into the problems facing the non-traditional student. Making the decision to enroll in college for the first time or to return to school after a number of years can be traumatic for adults. The fear of failure is the primary concern. New students are not quite sure what to expect, returning students have forgotten how to study, and both may need remedial courses before continuing their education. Because they are usually restricted to attending a college near home, finding a school that meets their needs may be difficult.

Most adults have chosen a definite course of study they wish to pursue. But, to make a wise choice of schools, it is imperative that they explore nearby colleges for the program that best meets their needs and determine if they meet entrance requirements. This can be unsettling for adults. They tend to approach college administrators in much the same way that they faced their first job interview. Feeling out of place and fearing rejection, prospective adult students are usually hesitant to ask for an interview with the admissions counselor to discuss a

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course of study and admission requirements. However, many are pleasantly surprised to find the admissions staff more than willing to work with them. Many colleges give credit for knowledge acquired outside the classroom through job-related experiences and civic or social work. Tests that measure general knowledge can also result in an adult being given credit for several basic or even advanced courses, thereby giving them not only self-confidence in their abilities and the incentive to pursue their education, but also a base of credit hours upon which to build once they are enrolled. Many adults are happy to learn that some financial aid is available to part-time students.

After enrollment and class schedules are settled, it is also necessary to organize personal, family, and job responsibilities. Much thought and preparation must go into planning when the lawn will be mowed, the laundry done, meals prepared, dishes washed, repairs made, recreation and quiet time enjoyed with the family, and still leave enought time for studying — not to mention adequate rest. The adult student should also make alternative plans for unforeseen circumstances such as being required to work overtime, or getting out a rush report at the office the day before a test or a term paper is due, or finding a baby-sitter on a week-night in order to do research in the library. Adult students must be flexible and objective in planning not only their school work but in anticipating and solving problems arising in their homes or workplaces.

Adult students need to be realistic in assessing their past educational performances as well as their present abilities. If it has been years since they last sat in a classroom, even the best of students will have forgotten much of what they learned. In addition, many changes have taken place in the world during the past several decades; therefore, some of what they remember may have become obsolete. By objectively analyzing their abilities, knowledge, and interests, adult students can decide if they need to begin with refresher courses or if they can begin with calculus, organic chemistry or other equally difficult courses. An overly confident few may believe themselves capable of handling difficult work simply on the basis of their age and maturity — only to find out later they have made a costly mistake in assessing their knowledge and abilities. Two adages will serve the adult student well: "Don't jump in without first testing the water," and "Haste makes waste." As a rule, if an adult has been out of school for a long period of time, it is wise to build a sound foundation in the basics which are essential for success in more advanced courses.

In a college where the majority of students are in the traditional-age range, the older student faces yet another problem — being viewed with suspicion, mistrust, and sometimes hostility. The mere presence of an adult in the classroom often intimidates younger students; they assume that age alone makes the adult smarter. Conversely, older students consider the recent high school graduates to be superior because they are accustomed to studying. Perhaps adults in the classroom represent the parental authority some of the younger students feel they no longer need or want, and as a result, they regard older students as outsiders. Whatever their reasoning, most traditional students are reluctant to accept adults in the classroom and make little or no effort to be friendly in the beginning. However, by asking questions concerning course work or the professor, adults often find the younger students eager to respond — if for not other reason than to demonstrate they know more than the adult. Although some students are friendly, adult students should never expect to be accepted socially or be included in impromptu study sessions. By the time the adult has been in college several semesters sharing classes with some of the same students, a bond of mutual respect forms. The adult finally is accepted as a member of the student community — although traditional students almost never accept adults as their peers on a social level.

The teacher/adult student relationship is unique. When adults enroll in college, they must learn to think of themselves only as students while on campus and especially in the classroom. In many instances, adult students are the same age or older than their professor. This does not mean they know as much as the teacher, and such an attitude would be detrimental for the student. Life's experiences do provide some forms of wisdom, but rarely do they make the average adult knowledgeable in academic material. Faculty members usually enjoy having older students in the classroom. For the most part, they come to class better prepared; they are serious about learning; they have definite goals; they know the value of an education; and their outside obligations force them to make wise use of their limited study time. In addition, adults are less inhibited in sharing opinions and are less hesitant to question those things they do not understand.

Because most adults are serious students, faculty members are often eager to assist them in many areas by making suggestions about study guides or tutors, clarifying course material, giving constructive criticism or encouragement when necessary, and suggesting elective courses that may be beneficial or of special interest. The essential function of faculty members and administrators is to assist students of all ages in the learning process, but it is important for students to ask for help. A professor cannot always sense when someone needs special assistance or encouragement, and some may be reluctant to offer another adult advice without being asked. The adult should avoid using personal, family or job-related problems as an excuse for not attending classes or not handing in work on time. Neither should they expect to be accepted as a social equal of faculty members.

Perhaps the most important aspect of college, aside from attending classes, is the study required for class preparation. Because of other responsibilities, it is essential for adult students to study consistently. Many have forgotten how to study; others never learned good study habits. Grade point average is a primary criterion for graduation in college, but high grades are synonymous with success to the adult more so than for the traditional age student. Adults not only know the value of an education, they also know the cost of higher education, and so they intend to get their money's worth.

In college, students must be self-motivated because a large part of the learning process takes place outside the classroom. Therefore, the key to success in college is learning good study skills. Most study guides stress taking notes in class, highlighting important facts in texts, keeping abreast of assignments, and reviewing periodically in preparation for unannounced quizzes. Some advocate writing an outline of each chapter or lecture. Some students prefer to copy their highlighted material into a notebook to facilitate review. Whatever method a student uses, repetitive reading is an excellent means of retaining important information. Because of outside responsibilities, adults must discipline themselves to set aside time for concentrated study. However, most take a small course load each semester and have the advantage of devoting all their study time to those few subjects.

Even though examinations and tests are equally stressful for all students, doing well on a test is particularly gratifying for adult students. Good grades can build self-confidence and be the motiving factor to encourage them to continue their education. Equally important to adult students is the support of family, friends, and co-workers who show interest, give encouragement, and express pride when they do well. It would be unthinkable to let family and friends down by failing or quitting before getting that degree!

Even though a larger number of adults are attending college today, most people still show a certain amount of awe when someone they know is committed to acquiring more education. Certainly, it is not easy for an adult to earn a college degree, but with dedication, determination, and sacrifice, it can be accomplished. Possibly the hardest thing to forego is one's social life and time spent with family and friends. However, people who are truly friends will understand , take pride in the student's dedication, and value whatever time they can spend together.

Adult college students should know who they are; be confident of their own self-worth; know their goals; assess their potential to achieve those goals; have determination; and know that when the task is accomplished, the rewards are well worth all the hard work and sacrifices they make along the way. Those rewards may not always be as tangible as a college diploma; the learning process sometimes give more personal satisfaction.

For instance, I was elected by my fellow students to the Blue Key National Honor Fraternity and then was elected an officer in that organization, proving I had won their respect as a student. When I became a charter member of Student Volunteer Services, a local campus service group, it meant I had finally been accepted outside the classroom. When the faculty gave me standing ovation at graduation, it showed their pride in me both as a student and as a member of the college staff. When I received some statewide newspaper publicity after graduation, it gave me the satisfaction of knowing my experience might be instrumental in giving other adults the incentive and determination to continue their education.

While the public acknowledgements were certainly heart-warming, they were only a momentary reward. The greatest rewards will last a lifetime: a thirst for knowledge in my chosen field, increased interest in a wide variety of disciplines, a broader understanding of the world we live in, and the realization that one's education can never be completed. But perhaps the most valuable lesson I learned from my college experience was a deeper awareness of myself — knowing that despite my weaknesses, my strengths were sufficient to accomplish my goal. With this knowledge, I can aspire to even higher goals with a reasonable assurance of success.

Blacks in College

Fleming, Jacqueline
Jossey-Bass Publishers,
1984

Editors' Note: Do Black colleges still have a useful purpose? Do they do a better job in educating Black students? Do Black students fare better emotionally and academically at historically Black institutions OR do predominantly White institutions do a better job — offering superior facilties, academic resources, and support services? Jacqueline Fleming, a Consulting Psychologist for the United Negro College Fund and Adjunct Profesor at Barnard College, examines these issues in a major study of Black college students at both predominently White colleges and historically Black colleges.

We have asked for two critiques of this controversial book. Our first review is by Dr. Marshall Grigsby, President of Benedict College, an historically Black institution in Columbia, South Carolina. Our second review is by Dr. Michael Nettles, a research scientist for Educational Testing Service (ETS), Princeton, New Jersey. Dr. Nettles' critique is an edited reprint of an article which appeared in ***Change Magazine****, March-April 1985. Dr. Nettles' coauthor is Dr. Joan Baratz, Director of Education Policy Research at Educational Testing Service.*

We invite you to read the critiques, perhaps the book, and develop your own conclusions. The debate does not end here.

Blacks in College

Marshall C. Grigsby

Alongside the inception of Black colleges in the pre-Civil War developed the debate over the purpose that such colleges should serve. The debate has continued into the twentieth century, and in recent decades has focused on the question of whether Black colleges serve a useful purpose in an era in which society purportedly has adopted racial integration as an aim. Dr. Jacqueline Fleming addresses this question in her recently published and highly acclaimed books *Blacks in College*.

Dr. Fleming examines from an historical, philosophical and practical perspective the roles that both Black and White colleges have played in the educating of Black students. She observes that while growing numbers of Black students are attending White universities, and while enrollments in Black colleges are declining, the larger percentage of bachelor's degrees earned by Blacks are still being granted by Black institutions.

Dr. Fleming identifies three important issues pertinent to the subject of Blacks in college: "the intellectual crisis facing Black colleges, the crisis in social adjustment facing Black students in White colleges, and the developmental crisis facing each late adolescent during the college years" (p. 14).

Admittedly, many Black colleges do not compare favorably with their White counterparts in terms of facilities and intellectual quality, but these factors are clearly attributable to the background of deliberate deprivation of these institutions and the standards of measurement used. On the other hand, it is clear from a numbr of studies that Black colleges are superior to their White counterparts in providing an environment of acceptance and support that encourages Black students to develop and achieve during their critical developmental years.

To assess the relative impact Black and White colleges on Black students, Dr. Fleming undertook a com-

prehensive five year study involving 3500 students in 15 representative colleges located in four states representating the urban south, the deep south, the southeast, and the north. The students were given an extensive battery of test instruments to measure their functioning on academic/intellectual and psychosocial levels. Her cross-sectional research design enabled her to make a variety of comparisons of students by classification, race, type of school, and combinations of variables. Using the analysis of variance and covariance and other statistical measurement procedures to analyze her mass of data, Dr. Fleming found that intellectual development of Black students in Black colleges is strikingly and consistently superior to that in White colleges, and that while somewhat less consistent, psychosocial development of Black students at Black colleges also outranks related experiences at White colleges.

The conclusion that Dr. Fleming offers is that students attending Black colleges show greater academic/intellectual gains than Black students at White colleges. These findings suggest that gains in interpersonal adjustment are a critical factor in intellectual development and that "the opportunity to develop sound, primary interpersonal anchors is a precondition for students' secondary, higher-order cognitive development" (p. 179).

The findings in *Blacks in College* are grounded in thorough background research and scientific investigation. One who is knowledgeable of the educational experiences of Blacks in both Black and White institutions can attest to the validity of the conclusions reached. The book should serve to settle much of the debate over the value of Black colleges and should become an indispensable reference for those who are in positions to make critical decisions about the current and future status of such colleges.

Blacks in College

Michael Nettles
Joan C. Baratz

For at least twenty years, since passage of the 1965 Civil Rights Act and its Title VI, critics have asked, "Why do we need Black colleges?" If segregation is officially dead and integration the goal, and if the historically Black institutions, then as now, have fewer of the resources traditionally associated with quality education, shouldn't society favor the enrollment of Blacks in more affluent White colleges and universities?

Jacqueline Fleming's *Blacks in College* challenges the notion that fewer resources mean lower quality. It attempts to show that Black colleges, far from being anachronistic, today provide a more positive, more meaningful education for Blacks than do counterpart White colleges. Felming's book oversimplifies the debate, but it is valuable in pointing out the effects of Black colleges' environment and support structures on their students' growth.

The specific purpose of *Blacks in College* is to compare the effectiveness of Black and White colleges in terms of their relative impacts on the intellectual development of Black students; their supportive social climates for Black students' happiness; and their special qualities that contribute to Black students' education. The book seeks to distinguish the intellectual, social-adaptation, and developmental outcomes that accrue to Black students by attending a Black college versus a White college. These are important research objectives indeed, ones that deserve the attention of all college faculty and administrators involved with the education of Black students.

The legal issues surrounding desegregation have raised questions in many states about the mission and future of Black colleges. Fleming's book goes to the heart of the matter: the educational legitimacy of Black colleges. One argument she advances for the importance of Black colleges cites the proportions of Black students they educate. Despite a decline in the number of Black students attending Black colleges, Fleming states that they still grant a disproportionately high share of degrees conferred upon Blacks. Her evidence for this statement is a 1973 publication. Additional data pertaining to enrollments, retention, and other higher education statistics cite work completed in the mid-1970s. More recent research on retention and the experiences of Black students on White and Black campuses (See Allen, 1982; Thomas, 1982; Nettles et al., 1984) unfortunately is ignored by Fleming.

In another vein, Fleming argues that Black colleges stand suspect of being inferior educational institutions because of their poorer facilities, smaller budgets and endowments, weaker faculty salaries, and lower frequency of faculty publication. These are the wrong measures for evaluating growth and social development induced in students. It is from this perspective — a good one — that she sets out to evaluate Black colleges, and on these criteria that she finds Black colleges more successful than White institutions:

> The results, of course, support the general pattern of better intellectual and psychosocial development in predominantly Black schools. Indeed, the overall pattern shows that Black colleges are twice as likely to encourage improvement in academic functioning and gains in intellectual self-confidence. In the psychological realm, Black colleges are twice as likely to encourage greater energy in the senior year and four times as likely to promote good social adjustment.

While it may well be that Black colleges are more successful in fostering Black students' development, Fleming's conclusions exceed the limitations of her research design and analyses. Some of her conclusions are not supported by data; her interpretation of findings may sometimes be misleading. The sample selection, use of different instruments for different subgroups, and the cross-sectional design hamper comparative analyses; yet comparisons are frequently made. No statistical tables are presented; complicated analyses are referred to but never shown.

Some of the difficulty in interpreting the data can be illustrated by reviewing the sample selection. The subjects and colleges selected for the focus of analyses are Black students attending seven Black and eight White colleges and universities located in three southern states and one midwestern state. Fleming presents no evidence that these institutions are representative of anything, yet her conclusions constantly suggest that they reflect situations in Black and White colleges throughout the South and North. Likewise, the students (over 3,000 freshmen and seniors) were not always randomly selected, they were recruited through general appeals to all students through administrators, newspapers, word of mouth, and other means.

Fleming and her colleagues used a variety of instruments to measure students' academic and personal development in college. The data include a variety of psychological projective scales, such as the Minnesota Multiphasic Personality Inventory and the Thematic Apperception Test. Students also supplied information through interview ranging in length from four to eight hours. Some students took a mathematics test; some submitted to blood pressure and pulse-rate tests; still others went through experimental laboratory testing to measure their competitive behavior. Not all students received the same test battery, and it is not always clear which items were administered at which schools.

This data collection, while extraordinarily ambitious, has genuine limits in its ability to measure student development resulting from college experiences. The major problem is with the use of a cross-sectional design in which different groups of freshmen and seniors are compared controlling only the socioeconomic status and aptitude. Fleming recognizes that a cross-sectional design is not as desirable as a longitudinal one. But, considering her research intentions, a cross-sectional design isn't sufficient. To claim as she does, for example, that Spelman College is responsible for its seniors being more passive than they were as freshmen is inappropriate without knowing the seniors' personality characteristics and stage of development when they entered college and their non-collegiate experiences along the way. This example illustrates Fleming's excursions beyond the data.

Even so, Fleming's book keeps alive an important issue: What is the value of historically Black institutions in a society committed to integration? To our mind, simple facts must be borne in mind about Black colleges:

- they provide a choice for students to attend college in a supportive atmosphere
- they educate students that White institutions have largely ignored
- they produce a sizeable portion of the Black leadership
- they seek to preserve Black culture
- their graduates fare as well in the job market and graduate school as do Blacks from White institutions
- they represent a reassuring bulwark against the vagaries and fickleness of the larger society, where all too often issues of access and opportunity may be passing fancies rather than intrinsic values.

As Manning Marabel argues eloquently, we must make sure that an integrated society is a culturally pluralistic one. Reformist strategies of desegregation must not result in such a limited range of educational opportunities for Black students as to make them marginal at best and invisible at worst.

Student Affairs: Activity Traps or Planful Development?

Debora A. Ritter

The Vice-President for Student Affairs at Appalachian State University was a recent visitor to USC — Columbia. While here, he recounted an interesting story concerning a bus driver in a large city. Although the driver faithfully traveled the prescribed route over the course of the day, he consistently refused to open the doors to let passengers board the vehicle. Upon being brought to task by his supervisor, he explained that it was important to him to stay on his time schedule during the day. Obviously, it would be impossible for him to stay on schedule if he had to take the time to load and unload passengers (McIntire, 1986).

This story is just one example of an "activity trap" — an insidious state of affairs that is plaguing the student affairs profession. As defined by George Odiorne, an activity trap is "the abysmal situation people find themselves in when they start out for what once was an important and clear objective, but in an amazingly short time become so enmeshed in the activity of getting there, that they forget where they are going" (Odiorne, undated). The punctual bus driver had assumed that timely activity was the overriding goal, and neglected the basic purpose of transporting passengers. In short, an activity trap is the situation that results when an activity is continued, even after the original purpose for the activity has been achieved or has changed.

Where do these situations occur in Student Affairs? In general, they develop when an activity becomes more important than the goal it was originally meant to serve. For example:

- Homecoming Queen selection — What was the purpose for this activity when first initiated? Does it still fit with the emergence of more androgynous sex roles in our society?
- Peer education programs — In higher education, do programs delivered largely by traditional-aged students meet the needs of our largest and fastest growing population — older students?
- New student facilities — When new lounge areas are made available to students, do rules governing their use discourage students from using them, thus defeating their original purpose?
- Newsletters — Do they appear at prescribed times, regardless of the amount or quality of news to be reported? Is their purpose truly to inform, to provide visibility for the program, or to meet the publishing schedule?
- Program quality and quantity — What rationales do we use to support our programming efforts: to spend the funds we have been allocated to avoid losing funding the following year? to justify our existence? to fulfill a need for our students?

We undoubtedly stay busy with all the activity involved in our jobs, usually at the expense of effectiveness. Activity traps expend money, space, budgets, savings and human energy. They also have deleterious effects on relationships between supervisors and subordinates. Odiorne (1974) reports that the average boss and worker caught in the activity trap fail to agree on expected outputs at a level of 25 percent. There will also be 50

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percent disagreement concerning the nature of the subordinate's major problems. The result: employees being chastised for doing something wrong when they did not know what was *correct* to begin with. In such an environment, risk-taking is dangerous — it is better to stick with the standard activities. Being active becomes more important than accomplishing objectives.

Although activity traps exist in all fields, they seem especially prevalent in the Student Affairs profession for several reasons. Because of the relative youth of our profession, there is a tendency to want to prove ourselves quickly through activity. This comes easily, since the roots of our profession are in programming — in student *services* as opposed to student *research*. As a result, we seem to become lost in the quantity of activities instead of in their quality.

The ever-tightening financial constraints in higher education provide an even stronger incentive for the development of activity traps. The goal of receiving a larger budget overrides that of providing quality, effective programming. We make it a point to spend all of our allocated funds each year, even if it means undertaking a last-minute program or making an unplanned purchase. It seems that we frequently sponsor activities to keep our areas visible and to prove that our work is essential rather than as the result of assessment of perceived needs. We avoid innovative projects because of a fear of losing credibility and funding if they are unsuccessful.

Before we can resolve activity traps, we must recognize them. When we suspect our central goal has been lost in the midst of our activity, we must ask ourselves some questions:

1. Why are we really doing this project? What fundamental tenet provides the rationale for this program, without which we would have no need to accomplish it?

2. How will we measure our success — in terms of quality (growth facilitated, retention increased) or quantity (number of students attending, revenue generated)?

3. What is the student's perception of our purpose and activities? Do they attend for the same reasons we *want* them to attend? If they do not attend, why not?

4. What previous research supports what I am now doing?

5. How will this activity further my mission as a student development educator?

6. Am I serving as a role model for my students? Do I require them to justify their programming efforts? Do I act as a change agent frequently? Do I undertake research or use transactional data to further my knowledge of student development?

An honest appraisal of our efforts, using these questions as guidelines, will undoubtedly reveal some activity traps. Once identified, there are several strategies that may be useful in resolving them:

1. Reconceptualize Purpose — If an activity can not be discontinued, can it be made it serve two masters — the original false goal as well as the true purpose?

2. Organizational change strategies — Is there a way to modify the situation so that it more closely meets the present need? Can a different system, audience, structure or activity be substituted?

3. Reprioritize Funding — Can a risk be taken to discontinue funding of some programs and to use the dollars for a better program or for research money to expand existing knowledge in the field?

4. Strategic Planning — Instead of tightly controlling present operations, is it possible to engage in future-oriented planning that takes into account the core values and purposes of the organizational environment?

5. Modify personnel evaluation process — Is the evaluation process a two-way exchange between supervisor and subordinate? Does the evaluation reward activity or purpose?

Working to prevent activity traps allows us to change our attitude toward our work. By questioning *busyness* for its own sake, we can more clearly link our professional involvements to our goals while remaining grounded in developmental theory and philosophy. Our jobs, after all, are not ends in themselves; they are a means for accomplishing meaningful goals. By focusing on out*comes* instead of out*puts*, we will remain focused, efficient, and effective in our profession.

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Recognition of Distinguished Service
Dr. Charles H. Witten, Distinguished Professor Emeritus

The University of South Carolina Board of Trustees recognized over 26 years of dedicated scholarship and service upon the retirement of Dr.Charles Witten in July, 1986. Dr. Witten was known to thousands of students, both undergraduate and graduate, as Dr., Captain, Professor, Mentor, Dean, Vice President, Guru, and Friend. Words such as gruff and crusty were likely to come up in preparing a new student for a first encounter with Dr. Witten. These words would always be followed closely by caring, demanding, supportive, challenging, dedicated, knowledgeable, and tireless. In short, few of us will have an opportunity to work with or study under another of his calibre.

Prior to serving as Professor of Higher Education in the College of Education, Dr. Witten was the Vice President of Student Affairs, Dean of Student Affairs, a lecturer and instructor in the College of Education, and Professor and head of the Department of Naval Science at the University of South Carolina. July marked the start of a new period of Dr. Witten's always busy life. His retirement follows 26 years of association with the University. Dr. Witten's retirement will neither separate him from the University that has become home nor the students who have become family, but it will free him to pursue more world travels with his wife, Mardee, and allow time to engage in the many avocations of a man of leisure. The authors, editors, and readers of *Carolina View* extend their wishes for health in retirement and appreciation for sincere dedication to the profession of higher education.